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EDUCATIONAL NEWS



Susan Miller Dorsey, Gentlewoman, Christian, Scholar, Former Superintendent of Los Angeles City Schools

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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



SAENZ WELCOMES WALLACE

PAN-AMERICANISM PROMOTED BY MEXICAN TOURIST ASSOCIATION

It is anticipated that large numbers of California school-people will visit Mexico during the summer of 1941, to attend summer schools in Mexico City and elsewhere, to study art, handicrafts, music and other features of early and modern Mexican culture, and to become acquainted with the innumerable delightful aspects of this richly-diversified country.—Ed.

DR. AARON SAENZ, President of the Mexican Tourist Association, in an address welcoming Henry A. Wallace, Vice-President of the United States, upon the occasion of Mr. Wallace's recent official visit to the Mexican Tourist Association headquarters, proclaimed him as Champion of Inter-American Travel.

Dr. Saenz declared that during recent years the interchange of tourist travel in the Western Hemisphere has become increasingly an important fac-

tor in the development of true Pan-Americanism.

The first-hand knowledge of the ideals of the various peoples of the Americas—knowledge acquired through actual travel—creates a sympathetic understanding and reaffirms international solidarity.

President Roosevelt and President Camacho both have proclaimed 1941 as "Travel in the Americas" year. President Camacho and those members of his Cabinet who head the National Tourist Council (the same personages also form the official board of the Mexican Tourist Association) are giving every facility to the travel industry.

Mr. Wallace, in responding to Dr. Saenz's cordial welcome, emphasized that the people of the United States by Mexican travel are substantially assisting in the growth of international goodwill throughout the Americas. The Pan-Americanism of both Mexico and the United States is thus strengthened and improved.

ing its shadow on the wall of a sixteenth century cathedral. Roses, morning glory, golden cup, heliotrope and honeysuckle spill their blossoms where they can. And like a shriek of joy, the passionate red tulipan is splashed against the sky. As the sun descends, the fused fragrance of the flowers increases in poignancy; but the heavy scent of the jasmine captures the night.

"In the many surrounding lakes, shining fish gleam in the sun and dart down the mountain streams that water the valley. Fish, fowl, and graceful deer are found in abundance. Beneath a sun that is always warm, but never oppressive, life grows and flourishes. The whole earth sings. It's good to be alive in Cuernavaca. The Tlahuicas thought so a thousand years ago. Cortes agreed with them five hundred years later. And travelers have been saying YES to Cuernavaca ever since.

"Yet, it is not the historic sites and natural beauties of Cuernavaca that fascinate the visitor so that he pauses for a day and lingers for a lifetime. It is the intangible savour of the village that draws and holds the traveler. Cuernavaca is an enchantress whose ancient streets and blossoming trees echo love songs of the undying past, weaving a spell over the present. Cuernavaca gives you soft music, and flowers that never fade. Its quality is a blend of romance and history, of pagan rites and colonial elegance, of modern sophistication and eternal simplicity.

"Yet the soul of Cuernavaca remains unknown, as open as the sun-flower, as mysterious as the night-blooming jasmine. Each traveler must discover it for himself. But for all peoples in all times, Cuernavaca has been the land the sun smiles on—that is why the Tlahuicas built their temples there, why Cortes made it the first resort town of the New World, and why you will find it the answer to your question, "Where do I go this year?"

Copies of this booklet may be obtained by writing to *Asociacion Mexicana de Turismo*, Ave. Juarez 76, Mexico, D. F.

* * *

Cuernavaca

*First Resort Town in America—
"Where the Importance of Doing
Nothing Becomes Apparent."*

ASOCIACION Mexicana de Turismo (Mexican Tourist Association) has published a booklet about Cuernavaca offering much of interest to teachers planning to visit Mexico.

To prepare readers for what will be found in this booklet:

"Cuernavaca, with its fertile beauty, was a cradle of life centuries before the Span-

iards sent their ships across the seas. The sleepy valley drips with streams and shining cascades. Warm sunlight and the sweet, life-giving moisture of the earth produce a lush vegetation that blooms the whole year 'round. The fringed, gleaming leaves of the banana plant wave like banners in the breeze, welcoming the visitor. Topped with coronals of golden fruit, the slim trunks of the papaya rise like challenging javelins in the yielding earth.

"The ancient mango, lemon and orange trees bend low beneath their own abundance. Heavy clusters of bougainvillea climb over pastel-colored houses, staining them red and magenta. Like a whisper of the eighteenth century, the delicate lavender of wistaria blooms on the main street, cast-

Latin-America

LATIN-AMERICAN Economic Institute has headquarters at 24 Federal Street, Boston; William P. Everts is president; Felix Knauth is executive director. Professors Herbert I. Priestley, University of California, and Percy A. Martin, Stanford University, are members of the advisory council.

The Institute provides and interprets economic data for the use of the Americas; its staff and sponsors include scholars and business men; it operates free of any prejudicial entanglements and without bias. It offers the solid foundation of economic data to policy-making groups and individuals.

OLD PANAMA CITY

Albert K. Dawson of American Express Travel Service

OLD Panama City, called the oldest European city in America, is now being restored by the Government of Panama.

Old Panama which is not to be confused with the modern Panama City and the capital of this Republic, has stood a mass of ruins buried in the tropical jungle since the pirate Morgan sacked, burned and destroyed that city nearly 300 years ago.

The restoration work, which now proceeds apace, reveals the outline of a typical Spanish city which covered several square miles and once had more than 10,000 inhabitants.

Panama City was founded in 1518 by Pedro Davila, only five years after Balboa discovered the Pacific. At the time of its destruction, 150 years later, it had grown to a population of over 10,000 and was known as "a place of marvelous splendor." A great cathedral dedicated to Saint Anastasius faced the main square with eight other churches and monasteries nearby.

The waterfront was lined with docks and storehouses and there were, all told, over 7,000 houses. A large part of the wealth in gold and silver which the Spaniards gained from Peru, Mexico and South America passed through this city on its way to Europe and, as such, became a tempting prize for every soldier of fortune of that century.

Panama City on the Pacific was connected with the port of Porto Bello on the Caribbean Sea by a winding trail across the isthmus over 50 miles long. This trail, built for pack animals only, was about 7 feet wide and was paved with stone. The mule-trains carried vast wealth in bullion across this "Gold Road," year after year.

In July, 1552, Francis Drake and his band looted this treasure train and came away with more silver than his followers could carry. They had to bury part of it.

On a morning in January, 1671, the famous buccaneer, Henry Morgan, with an army of 1,200 savage pirates attacked and captured the City of Panama. His booty amounted to 175 mule-loads of treasure, plus the amount that 600 prisoners could be made to carry. Somehow the thatched roofs of the houses caught fire and, within a short time, the entire city was destroyed. The site was then abandoned and the present Panama City was established on a more easily defended point of land about 8 miles distant.

The Cathedral Tower

Today, the principal landmark of the old ruins is the broken square tower of the cathedral which still stands some four stories high. One may enter the broken arches and marvel at the heavy walls of rubble masonry laid in mortar which is as hard as cement. Wild fig-trees grow all over the broken walls of the churches with their roots reaching down 10 feet or more to the ground. As the jungle and the accumulated wreckage is gradually cleared away we see, today, the outline of a graceful city not unlike the ruins of Pompeii which was destroyed by Vesuvius.

In the middle of each courtyard or patio there is a well. A few of these have been cleared of debris and restored and are found to supply clear, fresh water. The docks, built of stone, along the wide crescent of the bay, show where the treasure ships from Peru brought their cargoes of gold, silver and copper. On the wide, sloping beach, where the tide rises and falls 14 feet, the round-bottomed Spanish ships were hauled up at high tide and left stranded as the sea went out. This was known as "careening" and gave the sailors a chance to burn away with torches the accumulation of seaweed and barnacles.

THIS entire area has been set aside by the Government of Panama as a National Park and is being developed as a tourist attraction. Orchids have been planted on the branches of trees around the Cathedral Tower. To the westward are seen three little islands Flamenco, Perico and Naos. Here in 1680 a battle took place in which English pirates captured the Spanish ship, the Most Blessed Trinity, loaded with treasure.

Guatemala Journey

FOUR Southern California schoolwomen made a summer trip to Guatemala which should inspire many other teachers to visit that magnificent Central American wonderland.

Hazel Zimmerman and Louise Butler of Long Beach, Katherine Holzaple and Helen Herney of Los Angeles, went to New Orleans, voyaged across the Gulf of Mexico and landed at Puerto Barrios, Guatemala's principal port. There a special tourist train took them on the last lap of their colorful journey to Guatemala City.

Hazel Zimmerman, librarian at David Starr Jordan Senior High School, Long Beach, has written a zestful account of this happy adventure, published January, 1941, in School Library Association of California Bulletin.

After several days in friendly Guatemala City they went up into the Mayan Highlands and studied the colorful life of the native Indian tribes. Twice they crossed marvelous Lake Atitlan, then spent three days at Quetzaltenango at an elevation of 8,000 feet.

They returned to their schools greatly enriched by an unusual series of educative experiences and well-equipped to interpret Latin-America.

* * *

United States Lines

INTERCOASTAL passenger and freight service between New York and California was resumed by the United States Lines liner Manhattan in January when the 30,000-ton liner cleared New York with 300 tourists bound for California and a capacity cargo of freight.

The huge Manhattan joined her sister ship the Washington and the new \$17,500,000 America, unchallenged queen of the American Merchant Marine, in the 5,500-mile water route along the "all-American" coastline between east and west ports.

Scheduled to run 12 days from New York to Los Angeles, and 14 days to San Francisco, the fast ocean greyhounds will sail from California ports approximately every two weeks via Acapulco, Balboa, Cristobal and Havana.

The Manhattan and Washington are well known to Atlantic travelers, having been operated to Europe before the present war. The America is the largest ship ever built in American shipyards.

Conservation Week

John MacGregor, Principal, Newark School, Alameda County; State Chairman, Conservation Committee of California Elementary Principals Association

MARCH 7-14 is Conservation Week in California and the schools should give much emphasis at this time to this most worthwhile event.

Conservation Education should be carried out the year around in the regular school program, and not con-

finied to the activities of Conservation Week alone. According to School Code section 3.100-3.102 schools must remain open and provide appropriate exercises on March 7 which is designated as Conservation, Bird and Arbor Day, and is also Luther Burbank's birthday.

It is particularly fitting that the schools arrange programs, assemblies exhibits, and other means of showing the patrons of the school districts just how work in conservation is carried out.

Many agencies are willing to cooperate with the schools in furthering conservation education, such as the State Forestry Service, fish and game employees, fire wardens, members of sportsmens clubs, and many others.

Aside from regularly-organized groups there are usually individuals in the community who are personally interested in this work. One of the most interesting conservation programs that I have seen was a program in an elementary school given by a man whose hobby was ornithology. Because of his widespread knowledge of birds he was able to arouse and stimulate interest among the students. The contributions of a person who has a particular knowledge of nature will add materially to conservation activities in the school.

It frequently is possible to secure as an aid to conservation teaching not only speakers but various visual materials. Several governmental agencies have motion-pictures that are available to schools. The Forest Service has many excellent films dealing with conservation of flora and fauna.

An event that can be beneficial in several ways is the holding of tree-planting exercises. A fine example of this activity that I have seen was the effort of the students and teacher in a one-teacher school to landscape their school-yard, by planting shrubs and trees that were native to their locale. This was a most worthwhile enterprise in several ways. The children not only gained in the esthetic satisfaction of seeing their school-yard made more attractive, but they actually gained in the knowledge of the natural vegetation of their area by the study and selection of specimens for their use.

IT is particularly important that schools should center their conservation program during the year on activities that are worthwhile to the youngsters. In keeping with this thought Conservation Week has been proclaimed to have the schools focus their attention on this vital matter. Through a well-planned conservation program for the year much can be done to make students and parents both more conscious of the need for conserving our natural resources.

National League

Important Meetings February 23-26

NATIONAL League of Teachers Associations, which is an associate member of American Council of Education, has arranged a noteworthy series of meetings at Hotel Ritz-Carlton, Atlantic City, February 23-26, during the superintendents convention.

Sunday afternoon, February 23, 4:30-6:00, a Tea at headquarters. Monday afternoon a Conference on Teacher Selection; one of the 12 participants will be Eleanor Edmiston of San Diego; president of San Diego Teachers Association and secretary of NEA Department of Classroom Teachers. Monday evening at headquarters an Open House to meet friends and to prepare for summer conventions and League College.

Tuesday morning the annual Breakfast. Tuesday afternoon at headquarters the second annual Book and Author Tea to meet authors of important professional books. Tuesday evening an Open Forum on state aid, economy-minded groups, and teachers salaries.

Ida May Lovejoy of San Diego, member of the Board of Directors of California Teachers Association, is Western Vice-President of the National League.

Announcing SPRING SEMESTER



STANDARD SCHOOL BROADCAST

Thursday Mornings—
11:15 to 11:45

February 6th to May 15th
over

MUTUAL-DON LEE NETWORK

COMMENCING February 6th, over half-a-million school children throughout the Pacific West will hear the Spring Semester of the popular Standard School Broadcast.

The period from February 6th to March 13th will be devoted to American Music, and will feature celebrated American composers.

From March 20th to April 17th, the broadcasts will feature Music of the Pacific Basin—Latin-American, Polynesian and Oriental.

April 24th to May 15th will be devoted to Correlation of Music, and will feature Art and Music, Drama and Music, and U. S. History and Music.

Plan now to take advantage of this exceptional broadcast series!

STANDARD OIL COMPANY
OF CALIFORNIA

IT'S IMPORTANT

to know where to stay to get the most in comfort and convenience . . . That's why so many visitors to Los Angeles select the Biltmore. Rates are most reasonable, too.

1500 Rooms—All with Baths

Singles from \$4
Doubles from \$6

Biltmore HOTEL
LOS ANGELES

Sports for Women

Bertha M. Keller, San Francisco
Junior College

INSTRUCTORS again become students in a series of three sport-conferences for women, designed to give technical instruction in winter sports, soft ball and golf to physical education directors and teachers, and to be held in San Francisco and Palo Alto, early in February and March. The meetings are sponsored by Northern California Division of National Section on Women's Athletics, American Association for Health, Physical Education and Recreation.

February 8

Winter Sports Conference, of which Helen MacArthur is chairman, is called for 9:30 a.m., **February 8**, San Francisco State College. The meeting will be devoted to skiing and ice skating, the two winter sports to which people of colder climates become conditioned by long practice and experience but into which Californians have plunged with more enthusiasm than regard for their physical capacities in relation to the demands the two sports make upon them.

Dr. Frank Howard, vice-president of California Ski Association, will have shown the film "Design for Skiing" made recently. Milton Hildebrand, formerly of UC Ski Team, is billed to speak on Ski Tests, and will give instruction on determining individual fitness for the sport, on muscular development, heart action, coordination and other factors to be considered in accepting and training ski students and preventing over-exertion. His sister, Louise Hildebrand, Sierra Club member, will speak on proper equipment and how to select it for a given ski purpose. Miss Luell Weed, Stanford University, whose students (both men and women) are expertly instructed in skiing on straw before they ever get to snow, will demonstrate her methods and technique.

The second and third conferences, combined in a single day and covering softball and golf, will be held at Stanford University, **March 8**, under joint chairmanship of Florence Shearer, George Washington High School, San Francisco, and Eleonore Ginno, San Mateo Junior College.

The morning, given over to softball, features a demonstration game, with explanations for umpiring, and analyzed play-



The ice flies and so does Bill Hart when he takes to fancy figure-skating at which he is adept. Bill is a Native Son, member of the San Francisco Junior College Ice-Skating Team, and will demonstrate his skill on silver blades at the Winter Sports Conference for Women, to be held February 8 in San Francisco.

by-play over a public-address system by Dorothy Rakestraw, Grant Union High School, Sacramento, and Helen Hopkins Querson, Oakland Recreation Commission.

Special feature of the golf session will be explanation of swing analysis by the new magic-eye method.

* * *

Classroom Teachers

WILBUR W. RAISNER, regional director of Southwestern Region (Six States) NEA Department of Classroom Teachers, announces the first Regional Conference of classroom teachers to be held **April 8-9** at Flagstaff, Arizona.

For details address Mr. Raisner at 419 Munich Street, San Francisco. Extended announcement will appear in the March issue of this magazine.

Adult Education

JOURNAL of Adult Education, October, 1940, issued in two large parts, comprises regular articles and also proceedings in miniature of the recent 15th annual meeting of American Association for Adult Education. Address of the journal is 1315 Cherry Street, Philadelphia; Morse A. Cartwright is editor.

You are cordially invited to the National Conference on Children and the Theatre at Stanford University, April 9 and 10, 1941. Sessions on Radio, Speech-Training, Motion-Picture Dramatics, and Round-Table Discussion. Plays and Rehearsals. Address

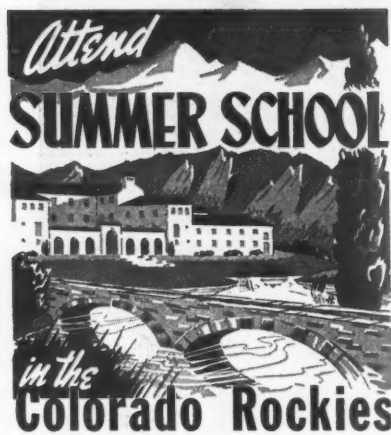
Department of Speech and Drama
STANFORD UNIVERSITY
California

New Art Courses

California College of Arts and Crafts

FOUR new courses for art students at California College of Arts and Crafts, were announced recently by the college president, Frederick H. Meyer, with the opening of the college semester in January.

The new courses are art metal-work, Herman Steinbrunn instructor; advertising art, Lawrence Rebag; and bookbinding, Mrs. Ilse Schulz, who also conducts the course in tooled leather-work.



THE UNIVERSITY OF COLORADO presents a summer program for serious and effective study. It provides excellent buildings, libraries, laboratories, and a faculty of nationally recognized competence. Located in the foothills of the Rockies, a mile above sea level, in sight of perpetual snow, the University has a superior environment for summer study, with unsurpassed climatic and recreational advantages. Organized hikes, week-end outings, visits to glaciers, excursions to the Rocky Mountain National Park, and mountain climbing.

**Two Terms: June 16 to July 18
July 21 to Aug. 22**

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Engineering, Journalism, Physical Education, Art, and Music. Special Mountain Camp for Geology and Biology. Maison Française. Casa Española. Deutsches Haus. University Theater with special instruction in Dramatic Production. Complete system of Demonstration Schools—Nursery to High School. Many special courses for teachers, supervisors, and administrators. Special opportunities for graduate work. Organized recitals and public lectures. Conferences.



Dean of Summer Quarter (Dept. C.)

Please send complete information and Bulletin checked:
☐ Summer Quarter Catalog (including Graduate School)
☐ Summer Recreation Bulletin
☐ Field Courses in Geology and Biology

Name _____

St. and No. _____

City and State _____

President Meyer also announced a new Wednesday evening class in costume-design and pattern-drafting, William Friedrich instructor. Mr. Friedrich, former Arts and Crafts student, has for several years conducted classes in costume-design in Southern California as well as in the north.

Continued courses announced by President Meyer include woodcarving, weaving, life modeling, pottery and ceramics, in the Crafts section; and freehand drawing, oil painting, water color, nature drawing, design, mechanical drawing, light and shade, life painting, and painter's craft, among the Arts. All are in the regular curriculum, leading to degrees. Other courses, evening, and Saturday, are offered non-professional students.

* * *

Student-Teachers

UCLA Chapter of California Student-Teachers Association

James Bartlett*

UNIVERSITY of California at Los Angeles student-teachers are interested in how to obtain teaching positions.

This was indicated when a record-breaking crowd of approximately 450 students assembled at the first mass meeting of 1941, January 9, on the Los Angeles campus, to hear Dr. John Sexson, superintendent, and Dr. George Merideth, deputy superintendent, of the Pasadena Public Schools, discuss desirable qualities and qualifications of young teachers.

Dr. Merideth conducted three sample interviews with members selected from the audience in order to acquaint students with such procedures.

Sponsored by University of California at Los Angeles chapter of CSTA, the meeting marked an auspicious beginning for the new year, and indicated that students are genuinely interested in what the teaching profession holds for them in the future.

Principal interest of the students, aside from learning how to conduct themselves at interviews, centered around the qualities which school administrators value most highly in young teachers. Foremost among these, as pointed out by Dr. Sexson and

Dr. Merideth, was a genuine interest in children and the problems which they bring to the classroom.

Following Dr. Sexson and Dr. Merideth on the program, Arthur F. Corey, director of public relations of California Teachers Association, Southern Section, presented a description of the role of professional organizations among the teachers of California. Mr. Corey, like his predecessors, was enthusiastically received by the young teachers.

Dr. J. A. Bond, faculty advisor of the chapter, presented Dean Edwin A. Lee, of the School of Education, who in turn introduced the speakers for the day.

CSTA at University of California at Los Angeles has an interesting program for 1941, dedicated to the purpose of promoting closer relations between student-teachers and educators in the field. Four mass meetings have been scheduled for the second semester with discussions centering around such topics as: national defense and education, the advisability of young teachers using individual initiative to get jobs, the greatest difficulties faced by the first-year teacher in the classroom and the community, and the tenure problem among young teachers.

Officers of the chapter are Wilbur Jacobs, president; Jeanne Haggart, vice-president; James Bartlett, treasurer; and Roxana Wilson, secretary. Dr. J. A. Bond, director of the training department, and Corinne A. Seeds, principal of University Elementary School, are faculty advisors of the chapter.

* * *

Education in Hawaii

ACENTURY of Public Education in Hawaii (1840-1940) by Dr. Benjamin O. Wist, dean of Teachers College, University of Hawaii, an illustrated treatise of 235 pages, is published by Hawaii Educational Review, Honolulu.

Because of the many educational relationships between California and Hawaii, both in the early days and in modern times, this authoritative and scholarly volume is of interest to California educators.

Dr. Wist has lived in the Islands for many years and as teacher, principal, head of the normal school, and more recently as a dean at the University, is thoroughly familiar with the development of Hawaii's program of public education.

His doctoral dissertation, written at Yale University, was entitled *American Foundations of Public Education in Hawaii*. The present volume greatly expands his original monograph.

*Graduate student at University of California at Los Angeles and delegate to CSTA convention, Los Angeles, December 6-7, 1940.

The Civilian Conservation Corps is the title of a very interesting 24-page bulletin comprising recommendations of American Youth Commission. Copies of this comprehensive study, and other bulletins of the commission, are available upon request by addressing it at 744 Jackson Place, Washington, D. C.

* * *

Pan-Pacific

Pan-Pacific Magazine, published by Pan-Pacific Union, Honolulu, issued a *Special Hawaii Number* (January-March 1940) replete with illustrated materials concerning the Hawaiian Islands (see also *Sierra Educational News* January 1941, page 43).

The Pan-Pacific Union also has files of the *Mid-Pacific Magazine* for the 25 years, 1911-36, each number containing articles on countries in and around the Pacific; complete sets comprise 390 magazines.

Ann Y. Satterthwaite, executive secretary, states that very special prices are available to school and public libraries. Address her at Pan-Pacific Union, Honolulu, Hawaii.

* * *

Under auspices of Association of Colleges and Universities of the Pacific Southwest, a public meeting of Association of American Colleges was held in January in Pasadena Civic Auditorium. President of ACUPS, Elam J. Anderson, University of Redlands, presided; Remsen D. Bird, Occidental College, was chairman of the committee on local arrangements.

* * *

Geoffrey F. Morgan, who is widely and favorably known throughout the state as a public speaker, recently accepted a position with the Douglas Aircraft Corporation in the department of public relations. This does not mean the close of Morgan's career as a lecturer, however, since much of his work continues to be in the field of public speaking.

* * *

Inter-State Narcotic Association, room 719-53 West Jackson Boulevard, Chicago, issues bulletins concerning education against narcotics. A recent 4-page illustrated brochure discusses tobacco as a poison and a narcotic.

SUMMER SCHOOL

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WESTERN SCHOOLS

DIRECTORS OF SUMMER SESSIONS ANTICIPATE LARGE ENROLLMENTS
IN ALL DEPARTMENTS DURING THE COMING SUMMER

SUMMER schools for teachers throughout California and the other eleven Western states are looking forward to large enrollments during the coming summer.

Owing to the sharp curtailment of overseas facilities for foreign travel, many teachers who otherwise might have planned trips abroad will attend in unusually large numbers the summer sessions provided by institutions of higher learning throughout the United States, Hawaii, Mexico and other accessible regions.

Summer travel from California to centers of learning in other parts of the country undoubtedly will be much more extensive than usual.

In a similar manner, great numbers of teachers from other parts of the United States will attend summer schools in California, Oregon, Washington and the West.

The nation-wide program of National Defense and preparedness is being reflected in rapid and extensive changes in many local school programs. Teachers must keep up with the new educational requirements—local, state and federal. This is particularly true, of course, in those curricular fields most closely related to the Defense activities. The schools, in preparing young people as replacements for the enlisted personnel inducted into the armed forces of the United States, must step up the local tempo.

In order to keep abreast with new trends and developments in such fundamental subjects as reading, writing and arithmetic, as well as in the rapidly-expanding vocational, pre-vocational and avocational areas, a great and alert army of teachers will go to Summer School in 1941.



It is a broadening experience to mingle with new peoples . . . to feel part of a busy port . . . to wear fragrant flower leis . . . to visit Buddhist and Shinto temples, gay Japanese, Indian and Chinese Bazaars . . . to walk from classroom to the sea for a bit of spearfishing or a swim at Waikiki! All this and more is associated with study at the University of Hawaii, a fully accredited American institution. . . Fellow students from both sides of the Pacific . . . a distinguished faculty from Europe, Asia and the mainland . . . a wide choice of fascinating courses . . . surroundings that are unsurpassed! Plan now for a play-and-study summer . . . come to Hawaii.

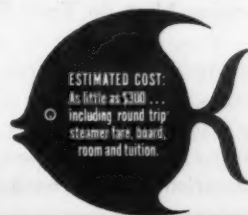
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CTA CONSULTING GROUPS

THE ECONOMIC POSSIBILITIES OF ADEQUATE FREE EDUCATION

Arthur F. Corey, Los Angeles; Director, CTA Consulting Groups

THE PROBLEM: Would an expansion of the proper kind of educational opportunity for our people be a good investment? If so, what should be the nature and extent of this expansion?

THE Policies Commission has given us definite proposals for educational expansion in America, with reasonably specific recommendations as to its character and extent. These proposals should be carefully and critically considered.

What Is Adequate Education

Inasmuch as general academic training has been shown to have important economic by-products, it must not be neglected in the future but should be pointed more directly at economic problems. In addition to this general training, the school must assume responsibility for occupational training and guidance. This does not mean that every child must be trained in a specific vocation but that general skills and capacities be given attention which are common to many or all vocations. The rapid development of machine processes accompanied by rapid occupational changes implies that the school must accept responsibility for a far more extensive program of retraining on the adult level.

If schools are to achieve all or most of their present objectives and assume in addition a large responsibility for economic efficiency, more time must be spent by American youth for education. The Policies Commission recommends that the period of minimum compulsory education must be raised to ten years and the average period of schooling must be increased from ten to fourteen years.

Education Must Be Truly Free

Schooling is not truly free when great areas of the country do not provide reasonable facilities or when many of our youth are unable to continue education due to economic lim-

itations. There is ample evidence that the greatest single factor in determining the ultimate level of educational achievement has been economic status. As long as some of our best ability goes untrained because of poverty, education is not "effectively free."

A quotation from the Commission's statement on relief is pertinent:

"That the material wants of indigent school children be supplied by agencies other than the public schools; that school authorities stimulate community action leading to the establishment of appropriate agencies for removing social, economic, or physical handicaps that affect the education of children; and that school authorities seek actively to coordinate educational services with social services rendered by other public and private agencies."

The Cost of Adequate Free Education

The cost of this proposed program is estimated as follows:

1. Financing the proposed ten-year minimum of schooling	\$2,147,000,000
2. Carrying the median person through fourteen years of schooling	1,066,000,000
3. Additional cost of providing free textbooks, school supplies, school fees, and other "educational necessities"	110,000,000
4. Additional costs in certain cases for necessities of life which would enable all children to remain in school for ten years and the median youth, for fourteen years	170,000,000
5. Lifting the poorest schools to a reasonable minimum of efficiency	500,000,000
Total	\$3,993,000,000

It should be noted that this figure is about one-third higher than the

present cost of education in the United States. The increase in the cost would be relatively lower in states like California where educational standards are high.

What Results May Be Expected

Adequate education cannot be expected to solve all our economic problems. Occupational changes will likely produce a constant percentage of unemployment and we may expect that education can never make productive citizens of the incompetent or the unfit.

However, we may reasonably expect that adequate free education will produce an increase in national income far above its cost, and will at the same time develop a general economic understanding out of which will come answers to many social and economic problems.

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Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 37 183 FEBRUARY 1941

NUMBER 2

CURRENT HAPPENINGS

Roy W. Cloud

THE beginning of 1941 has brought with it many matters of interest to all members of our Association.

Of more than passing interest is the fact that our former State Superintendent of Public Instruction, Vierling Kersey, now City Superintendent of Schools of the largest city in California, Los Angeles, was elected President of the Southern Section of California Teachers Association and has already begun his duty as the leader of the organized teachers of Southern California.

Mr. Kersey's dynamic personality and friendly disposition should make this year outstanding in the affairs of California Teachers Association in its largest and most populous Section.

The customary Legislative Letters have been sent to the schools of California as the 54th session of our state law-making body has begun its activities. The Speaker of the Assembly, Honorable Gordon Garland, has been for many years both an elementary and a high school trustee in his home county. The Speaker pro tempore of the Assembly, Earl Desmond, has served for a considerable time as a trustee in his home town in Sacramento County. In the Senate, Lieutenant Governor Ellis E. Patterson was for a numbers of years a teacher,

high school principal, and rural supervisor in Monterey County.

The Education Committees of the Senate and Assembly, which have charge of educational proposals in the Legislature, are composed of members who have in past years demonstrated their interest in the public schools. The chairman of the Senate Committee, Herbert W. Slater of Santa Rosa, veteran legislator, has always been known as a friend of education. The chairman of the Assembly Committee, Miss Eleanor Miller of Pasadena, is a former teacher.

Teacher Tenure

Two matters before the Legislature for consideration are teacher retirement and teacher tenure. Several bills covering tenure have been introduced and have been explained in our Legislative Letters.

California Teachers Association has presented two tenure bills. One of these provides that the causes for dismissal specified in the present school code shall not be classed as incompetency. A decision of the California Appellate Court stated that all of the causes in the present tenure law are, in reality, incompetence, and because of that fact trustees who wish to dis-

miss a teacher must give notice of such dismissal at least 90 days prior to the 15th of May. It is the desire of California Teachers Association to have the law read as we had supposed it would be interpreted, which was that incompetency is the *only* cause for dismissal which requires the 90-day notification.

The other California Teachers Association proposal, introduced by Assemblyman Ralph Dills, a high school teacher of Compton, limits the amount which school districts shall pay to referees, in case a Superior Judge appoints such referees to hear a case of dismissal of a permanent employee.

A tenure bill sponsored by Senator Mixter of Tulare County, seeks to provide term tenure in districts of fewer than 4,000 pupils in a.d.a. Besides increasing the a.d.a. requirement, this bill sets up a new provision for long-term contracts.

Teacher Retirement

The retirement bill which California Teachers Association is sponsoring has been introduced. A report on the condition of the retirement fund was made by Ralph R. Nelson, Actuary of the State Teachers Retirement System. Early in 1940 Mr. Nelson was directed by the State Board of Education to examine and evaluate the California Teachers Retirement System,

and completed his evaluation in December, 1940.

His findings presented rather a gloomy picture of the future condition of the Fund. The report showed that the income of the Retirement Fund will not continue indefinitely to pay the retired teachers salaries now required by the law. A backward step would be taken should any reductions in retirement salaries become necessary.

The Association asks that increased contributions shall be made by the school districts and that increased deposits shall be made by the teachers in order that the Retirement Fund may be safeguarded. It is also entirely possible that increased deposits shall be made into the annuity fund of the Retirement System, in order that the salaries to be paid to retired teachers in the future shall be larger than the present \$600 per year.

California teachers need have no fear concerning the continuation of the Retirement System. Even though it should not be possible to secure the enactment of legislation at this time, the System will continue to carry itself without great difficulty for a number of years.

Good Citizenship

Bills and resolutions introduced in this session indicate that certain members of the Legislature or their constituents believe that more attention should be paid to the teaching of the principles of the Republican form of government in the schools.

One bill calls for the adoption by the State Board of Education of an elementary textbook to teach the principles of the Declaration of Independence and the Constitution of the United States.

A resolution introduced in the Assembly provides for an examination of the schools of California, from the lowest grade through the University, to determine whether or not any of the instructors of the state are teaching subversive doctrines which would tend to detract from the patriotic fervor of our younger citizens.

We, as school people of California,

should welcome both of these proposals. The Declaration of Independence contains the finest ideas and ideals. It tells why our nation was brought into being and expresses the hopes of the founders that this country, indeed, shall secure all the rights and privileges which citizens of a free country should enjoy.

The resolution concerning teaching should also be welcomed. Many who know little of the work of our public schools have frequently made charges concerning the activities of high school and junior college teachers and University instructors. The investigation which will be made should force those who make such allegations to prove or else retract them.

Because of our close connection with those who conduct our educational institutions, it is my positive belief that the investigation will reveal the fact that the educators of California are doing their utmost to promote, among all of their students, a feeling of patriotism and a belief in the worth-whileness of our government.

1942 Convention

The American Association of School Administrators holds its regular annual convention in Atlantic City, New Jersey, February 22-27. A large delegation will attend from California and will endeavor to prevail upon the officials of that great organization to hold the February, 1942, meeting in San Francisco. The City by the Golden Gate has worked assiduously for the past five years to secure this convention. It now appears that there is a possibility of bringing the convention to San Francisco next year.

This meeting is usually the largest educational gathering held in the United States and as a rule the attendance numbers from 10,000 to 15,000. Should the invitation from California be accepted every school in the state should enroll to show his appreciation of having this great meeting come to our Golden State.

We are happy to report that membership in California Teachers Association for 1940 reached an all-time

high. The enrollment so far this year is equal to that of the same date in 1940. We wish that it might be possible to have all of the teachers of California enroll in this all-state, all-inclusive teachers organization.

We believe that California Teachers Association has rendered to its members a valuable continuous service. Because of that fact and because of the strength of a united profession, we hope that at some time in the not too distant future every educator in every school of California may be a member of California Teachers Association.

* * *

In Memoriam

Mason M. Fishback, for 34 years teacher and vice principal of Orange Union High School, passed away recently as a result of an attack of influenza. He was one of the best known and most highly respected of the many educators of Southern California.

His life and work were exemplifications of the real meaning of teaching. His influence upon the hundreds of boys and girls who passed through his classes will never be estimated, but its net result has been the formation of fine characters and stalwart citizenship.

One of his proudest accomplishments was in 1920 when he took a year's leave of absence from his classes in order that he might go to France and place flowers upon the graves of his former pupils who were resting in Flanders Field.

Although he was a regular member of the Methodist Church of Orange, pastors of the other churches joined in the funeral service, held at the Presbyterian Church of his home town. Mr. Fishback was a native of Illinois, a graduate of the University of that state, and leaves his wife and other relatives to mourn his passing. — Roy W. Cloud. (See also Page 47.)

* * *

Mental Health in the Classroom is the title of the 13th Yearbook NEA Department of Supervisors and Directors of Instruction. This practical guide to modern teaching methods with implications for mental health presents discussions of concrete classroom practices in the light of mental health objectives.

The contributors are experienced in working with children, as teachers, parents, supervisors, psychologists, and educators of wide interests.

Price \$2.00. Address Ruth Cunningham, Executive Secretary of the Department at NEA headquarters, 1201 16th Street, N.W., Washington, D. C.

AIRCRAFT MANUFACTURING

A CALIFORNIA JUNIOR COLLEGE PROGRAM OF TRAINING

Karl M. Roth, Aeronautics Instructor, Modesto Junior College, Stanislaus County

are urged to take one of the following courses: wood-working, machine shop, auto mechanics, and mechanical drawing.

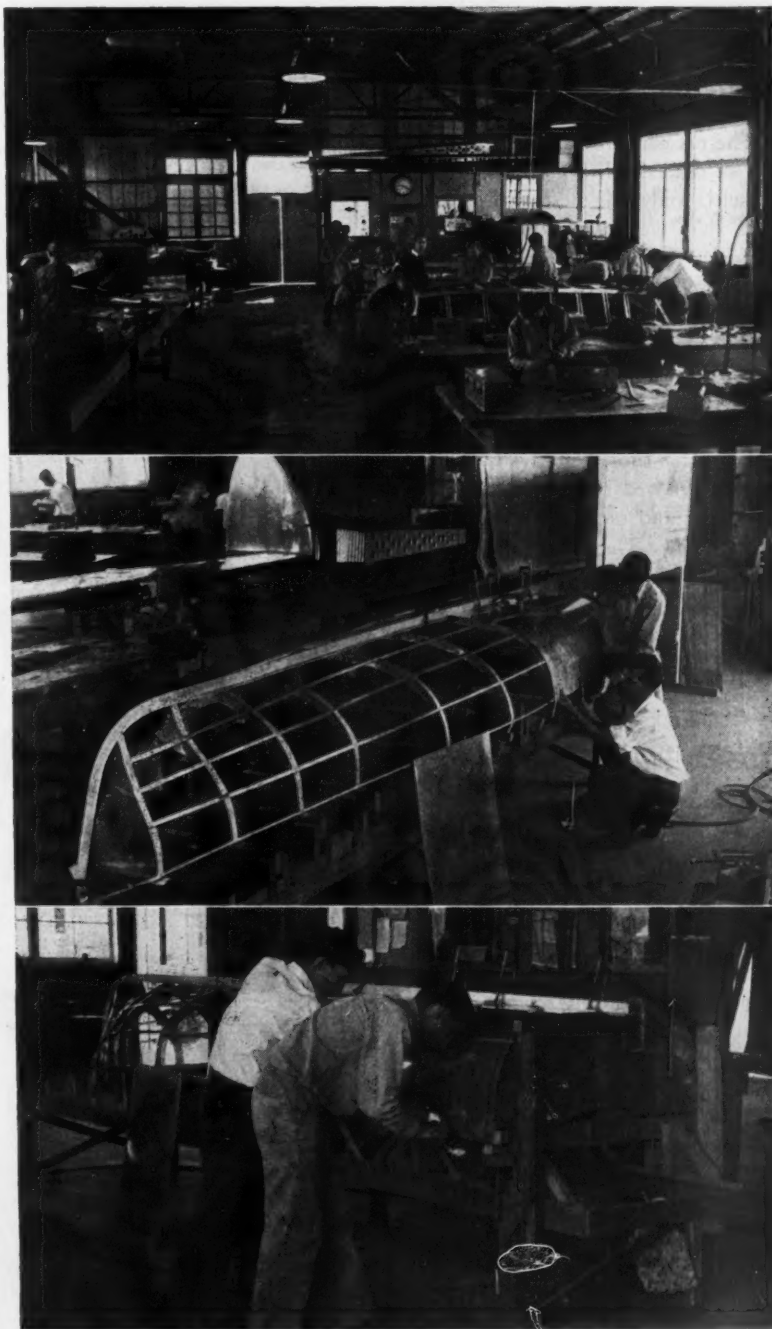
In two years 205 men have been

A COURSE in aircraft sheet-metal was made a part of the curriculum of Modesto Junior College in 1937 with 33 students, one instructor, and with the promise of a fully-equipped shop within a short time to be constructed of concrete, sheet-metal, and steel. Prior to the completion of the shop in November, classes were held in a standard classroom. Instruction was given in reading blue-prints, in air commerce rules and regulations, in metallurgy of aircraft, in the standard parts of the Army and Navy planes, and in the nomenclature of aircraft.

The students were young men from the ranches of the rural districts. By personal interviews we have found that the aviation industry prefers this type of men for several reasons: first, having grown up on the farm, the students know what a full day's work is and they are not afraid of long hours; second, they have developed a certain amount of mechanical skill in the repairing of farm equipment; third, they are serious minded and *can* and *do* think for themselves.

A large percentage of personnel directors feel that their most reliable and dependable men have come out of the agricultural sections. This, of course, we found to be true in the pre-war days when the automobile industry obtained most of their mechanics from the agricultural districts of the Middle-West. The personnel director of a large aircraft concern stated that during one of their rush periods the men who were willing to work overtime — sometimes as many as 24 hours — were men who had been reared on the farm.

During the past two years the enrollment has increased to over 200 aeronautics majors representing the states of California, Washington, Kansas, North Dakota, Oregon, and Nevada. As the facilities of the shop will allow us to accommodate only 125, it is necessary to select only those best fitted to take the course. Others



Top — Aeronautics Shop interior; students working on tool-boxes and all-metal boats.

Middle — All-metal boats under construction; framework and skin being installed by aircraft students. This construction is identical with all-metal aircraft fuselage construction.

Bottom — Another view of the boat, showing the jig used in assembly.

placed in good positions. This has been possible in part because some of the men had a very good background. These men have been placed in various positions throughout the industry on the West Coast, including such positions as working in stock-rooms, in inspection departments, in engineering and drafting departments, and, naturally, a large percentage in sheet-metal shops.

The necessity for limiting the number of students has made it possible to select only the best with the results that we have a high type of student. The methods of selection are similar to those used by some of the major aircraft factories and includes the following procedure: The student is first given an I.Q. test, a temperament test, a Minnesota manipulative test, and Wiggly block test. Immediately after these tests he is personally interviewed by the instructor or supervisor and requested to return at a stated time. The second interview is given with the instructor in possession of results of the tests given at the first interview. Upon completion of the second interview the student is given a recommendation as to which course he should take.

Begin at the Bottom

After selection, the students are assembled and school problems are discussed with emphasis placed on the relationship of trade and industry students to the academic students. An attempt is made to make the aeronautic students feel that they are as an essential part of the school as the academic students, and to complete their training successfully, they should take an active part in the social life of the school. They are also drilled in the necessity of beginning at the bottom of the aircraft industry upon completion of the two-year course.

MANY college students leave school with the idea that they are qualified to step into an executive position. In reality they are at the bottom rung of the ladder and there is a long climb to the top. Stress is laid upon the necessity in the industry for them to get along with their fellow workmen and supervisors. One way to train for this part of the work is to participate in the social activities of the school.

THE object of this course is to train students to make a living on the American standard and to take their proper place in society. They are being trained to become highly-skilled mechanics and eventually leaders in all-metal aircraft manufacturing

plants. Students trained for this type of work will find it possible to make a sufficient amount of money to live at a standard equal to or above that which they are accustomed to live. It is no longer a social stigma to be a mechanic.

The method used to train these men has

Top — Students, in aircraft drafting course, laying out projects used in shops.

Middle — Students at work on their first project, an all-metal tool-box made of 24 ST alclad. Making this box gives students maximum training in riveting, fitting corners, bending angles, and general assembly.

Bottom — Main-wing paneled spar being constructed for Stearnman-Hammond safety plane. Jig was built by students; all assembly work was completed in the shop.



been revolutionary as far as public schools are concerned. The aeronautics shop and drafting room are equipped in such a way as to simulate the aircraft factory as closely as possible. Equipment in all departments is identical in size and make as that used in the commercial manufacturing plants. Materials used in training are only those used in the actual manufacturing of aircraft. Light aluminum and aluminum alloys are used. Instruction is given in the use of sheet, bars, extrusions, and castings. Steels such as SAE2330, 1025 and 4130 are also used. As there is a vast difference in the handling of aluminum alloys and galvanized iron sheets the latter is never used. All work is on a project basis. No projects are accepted unless they are constructed of aluminum or aluminum alloys.

The Initial Projects

The student's first project is to work with two 6" x 6" .040 alclad sheets which must be laid out, drilled and riveted together. First, the student is required to square the sheets, and lay them out in vertical and horizontal lines of $\frac{3}{8}$ of an inch apart. This layout is checked and all dimensions must be within $\frac{1}{32}$ tolerance. After having the layout approved his next task is to drill No. 30 holes at intersections of all lines. This is done with an electric drill and without the use of a center punch. It has been found that it requires about 10 of these plates before the student can drill the holes so that they will line up each way and all holes will be exactly on the intersection.

After this work has been mastered, the student rivets his sheets together. He is required to drive the rivet without scarring the head or ringing the sheets around the rivet, to make the driven head uniform, and to meet Army and Navy specifications as to height and diameter. Upon proving skill in riveting he is given instruction in flat-pattern layout.

His next project is the construction of small aircraft parts such as pulley bracket, ribs, bulkheads, and many others too numerous to mention. All advanced work is done on aircraft parts and fabrication of assemblies such as control surfaces, spars, wings, bulkheads and fuselage.

As it has been impossible to finance the building of an all-metal airplane, we have substituted the construction of all-metal boats. These boats have been designed to give the maximum training possible in all-metal construction. The design is identical to that used in the all-metal fuselage of our modern military and commercial air planes. The bulkheads are hand formed over maple blocks, the stringers are bulb angle sections purchased from the Lockheed Aircraft Corporation, and the skin or covering is riveted to the framework in the same manner as the covering on the fuse-

lage of an airplane. The experience gained in building a boat of this type has proved to be invaluable as placements among our students have been very high, of which more details will be given in a later paragraph.

Projects selected are used to give training in one or more of the following phases of factory work: riveting, layout, hand and machine forming, jig building, making of all necessary form blocks, fabrication, and assembly of component parts of the airplane.

Trips are planned to visit aircraft factories, Army and Navy air depots, air ports, air line bases, air meets, foundry, steel mills and other manufacturing plants relative to parts which go into the building of aircraft.

Subjects are taught in the technical classes that give the students information and knowledge in metallurgy pertaining to aircraft, in the history of aviation, in civil aeronautics regulations governing the mechanic, and in building and repair of aircraft.

The course in aircraft sheet metal construction is given 5 days a week, 3 hours each day, a total of 15 hours a week or a grand total of 300 hours per semester. As this is a 4-semester course, the student receives a total of 1200 hours of instruction before being recommended to any factory. A related technical course is given one hour a day, 5 days a week, which seems to be the correct proportion to the amount of shop work given.

CERTAIN prerequisites are set up at the beginning of the course. If these prerequisites are not completed, specified subjects must be taken concurrently with their shop work. The student is shown where he has a definite need for such subjects as English mathematics, and aero dynamics.

Vocational English gives them all the fundamentals of English and includes instruction in the writing of letters of applications and filling out application forms. It also includes instructions in the writing of technical reports and the proper use of technical terms and aircraft nomenclature.

Vocational mathematics is much easier to correlate with the shop-work. In this subject the students are taught how to use their mathematics in layouts and computations necessary to lay out intricate designs in sheet metal. They are taught how to read all precision instruments such as the micrometer, dial-indicators, slide-rules, and all the others used in a aircraft shop.

The aeronautics shop is organized and designed to simulate factory conditions as closely as possible. Most projects built in the shop are first designed and a complete set of working-drawings and templates are made in the engineering department first. The instructor acts as factory superintendent and periodically throughout the year a

student is named shop foreman and each group leader directs a project. This leaves the shop foreman with only supervision and organization.

This system enables us to find the student who will later become a leader. Also out of this organization we find students who enjoy doing such work as tool-room and stock-room management. Each student seems to gravitate toward the type of job he likes best. Each seems to find his particular place before the end of his training period.

Intimate Follow-up

Upon completion of the course students are placed with one of the large factories in California, or elsewhere on the West Coast. A complete record is kept of the student from the time he enters school until long after he has been placed in a position. After being placed in a position, a record of his employment is kept which gives us the following information: the date of first employment, the name of the company, the type of work he is doing, a record of any raise or promotion, and a record of any change in employment. This information is obtained through letters from the student to the instructor after he leaves school. We have found the students to be very faithful in writing and giving us this information.

Under our sheet-metal construction course, we have several subdivisions. After completing three semesters of general sheet-metal work, the student is allowed to select one of the following for specialization: stockroom management, jig building, template layout, or inspection. In this manner his last semester is spent in training him for one of the special subjects. This means, of course, that he will under ordinary circumstances go to work in the factory as general sheet-metal mechanic, but having had instruction in some special phase of the work, it gives him a goal to shoot at and something for which he can go on and take extension work offered by the factory. All the students are trained to work toward the higher positions and higher salaries in the aircraft industry.

THE instructor is expected to maintain contacts with all his former associates in the industry and to make new contacts with others. To do this it is necessary to make periodic calls on all personnel directors so that when the factory is in need of help the first thought will be to call on our school for students. It, of course, is necessary that the instructor have the respect and confidence of the aircraft industry. To gain this respect and keep it, only students who are outstanding and qualified to do a firstclass job and who will make the progress the employer expects are recommended.

MODERN LANGUAGES

CHANGING OBJECTIVES IN MODERN LANGUAGE TEACHING

Joe Glenn Coss, Instructor in Spanish and Social Living, Sanger Union High School, Fresno County

PROBABLY every teacher of modern language has felt the hopelessness of his task when he tries to measure results in terms of speech accomplishment on the part of his students.

He undoubtedly has asked himself why he should continue in an attempt to teach a modern spoken language by following the technic traditional to the teaching of Greek and Latin. It is almost certain that he has challenged this traditional technique and has sought for a solution.

His first stumbling-block is the knowledge that certain traditional elements, such as conjugation, formal grammar and translation are essential for college entrance requirements. His second difficulty lies in the fact that he has no effective teaching material available which will permit him to depart successfully from this traditional technic.

A problem which faces modern language teachers is whether all students of language should have to take a college-preparatory course, even though they might have no intention of attending college. Perhaps this has not been a problem as much as a hopeless situation. This situation can possibly be attributed to the fact that the average language teacher is afraid to get away from the teaching of formal grammar.

Grammar Is Secondary

The question naturally arises as to whether a language can be learned without studying formal grammar. A little thought and investigation will prove that it can be done. A child is able to speak a language without ever having learned to conjugate formally his verbs. He understands (within his vocabulary limit) without being able even to read.

If this reasoning is accepted then the teacher must acknowledge that

there is a distinct need for revitalizing the technic of language instruction.

Heretofore, the prime objective has been to develop a mastery of the language in so far as grammar, conjugation, and translation were concerned. Speech was always secondary and, as in Latin and Greek, was not considered as necessary.

Speech Is Paramount

Speech, however, should be of prime importance in a world where vocal communication and intercourse are increasing with leaps and bounds. Transatlantic telephones, cables, short-wave radio, and even television, make speech almost more imperative than writing. Increasing opportunities for travel, commerce, and culture in Latin America tend to bring speech back to its initial importance.

Nearly every language teacher will admit that translation does not provide the student with speech habits. Translation simply makes the student more adept at more translation, while conjugation is a positive impediment to mastery of fluent speech.

The so-called "direct method" is a step in the right direction, but due to inadequacy of teaching materials or procedures the direct method soon finds its limits within the four walls of the classroom, and abstract terms are almost impossible of presentation.

There is a natural method of learning a language. The child uses it effectively, and much might be learned by reviewing briefly the process. The baby, almost from birth, is exposed to language. The mother and father speak to him, using simply words. The baby eventually is able to associate these words with their meaning and can obey simple commands even before he can speak intelligibly. In other words, the child has stored up, through repeated hearing, certain

speech forms which have a specific meaning to him.

Almost the first words which the child speaks simple represent his attempt to imitate speech forms which he already understands. The degree of recognition by an adult depends directly on the imitative ability of the child. Thereafter, the most important word group which that child uses probably is "What is that?" The indefatigable questioning ability of the pre-school child determines his range of recognizable speech groups. The success with which the parents have answered these questions determines the grasp of the semantics involved.

This same basic principle of learning can be applied to language instruction. The question of time must be answered in this regard. How can a teacher, with only 5 hours weekly, supplant the day-long, pre-school instruction which the parents can give the child? The answer is relatively simple. While the child is exposed to a broad, unselected vocabulary containing many words which will not be repeated frequently, the student will learn a few, well-chosen word groups and collocations, and will be drilled verbally until they are as much a part of his thought process as words of his native tongue.

High Frequency

These word groups and collocations must be of high frequency rating according to a reliable word-count, and must be arranged progressively. Vocabulary as isolated words is ineffective. Only in a word group or speech form do words assume true proportion.

JUST as the child memorizes his speech-forms, so must the student memorize new speech-forms. In fact, memorizing word groups is the key to all speech whether it be one's native tongue or a foreign language.

In preparing teaching material based on these principles a logical, sequential arrangement of material would be most necessary. Obviously, any lessons would have to avoid even the suggestion of translation and

would have to be carefully arranged to eliminate all English comparisons such as our present vocabularies provide.

In conclusion, it seems that a question and answer procedure similar to that used by parents and children, with the teacher asking the questions, might be a solution to the crying need for a system which will make speech the prime objective in modern language teaching.

* * *

Essentials of Business Mathematics, Principles and Practice, by Rosenberg, issued by Gregg Publishing Company in 1935, now appears in its third edition. Although clearly of a vocational nature, this comprehensive high school text contains much training of general social value. The book is arranged in 98 lesson-plan units and designed for one semester; 373 pages, price \$1.20.

* * *

School Business Management, official publication of Public Schools Business Officials Association of California, is published quarterly at Santa Ana and is now in its 7th volume; editor is Harold Yost, 1012 North Main Street, Santa Ana. A recent issue carries excellent portraits of Vaughn D. Seidel of Oakland, president for 1940-41.

* * *

National Defense Program

Vocational Defense Training Program in Los Angeles County

THIS letter announces a new educational service now available through this office to all the schools of Los Angeles County.

Dr. Walter F. Dexter, state superintendent of public instruction, and J. C. Beswick, chief of the bureau of trade and industrial education, are cooperating in making available the services of a coordinator for the vocational defense training program in Los Angeles County. Homer D. Fetty, formerly director of the division of vocational education of Burbank City Schools, has been employed to serve as county coordinator, beginning his services in this capacity on January 2, 1941.

In addition to the necessary coordination of county activities in the vocational training program for national defense, Mr. Fetty will be available to assist schools in such matters as

the organization of advisory committees, the proper completion of required reports, the procurement of equipment, the selection of qualified trade teachers, the development of appropriate courses of study, and the placement of trainees.

Through this service, it is hoped that the best interests of the national defense training program and the individual school districts may be advanced.

Cordially yours,

A. R. Clifton,

County Superintendent of Schools.

This important letter will be of interest to school people throughout all California, as well as Los Angeles County.—Ed.

Motion Picture Project of American Council on Education issues a series of publications of general interest to school people. By addressing Charles F. Hoban, Jr., director of the project, at 744 Jackson Place, Washington, D. C., a complete catalog and check-list of the publications may be obtained gratis.

A recent new series of bulletins is designed primarily for teachers and school administrators, and comprises objective reports on the selection, use, and evaluation of motion pictures, on methods of projecting, on the technic of making films in the school, on integrating school and community interests, and on underlying issues and problems.

THE EUROPEAN WAR

IMPRESSIONS OF A NEW MEXICO INDIAN SCHOOLGIRL

Mary Elizabeth Cata is a 13-year-old Indian girl from Chamita, New Mexico, and a Sophomore in Espanola High School, New Mexico. Her English teacher, Harold Robertson, recently assigned the class a short paper on "My Impressions of the European War. Here is Mary Elizabeth's paper:

MY strongest impression of the European war is that it is a useless waste of money, natural resources, and above all, human lives.

"War may end and peace is supposed to be the result of war that has ended, but can we really call it peace when farms and places of business that have been the support of all the people have been ruined and destroyed? Is there peace in a home that has been robbed of a father, a son, or a brother? One's heart is bitter toward that unknown enemy who caused the death of a loved one; but one should not feel this way about it because, after all, they were but soldiers doing only their duty.

"War quite often is caused by the selfish ambition of a man or a group of men. This ambition gives strong-minded leaders the power to create a desire in their countrymen's hearts to kill mankind in order to gain that end for which they want to be admired. It takes a man of strong convictions to cause men to want to drive themselves to their death so that another may profit—that is today's useless scheme of human sacrifices which goes on in Europe.

"Will the dictators, or any other

strong leader who creates war, ever be able to make up to the soldiers and their families for what has been the result of the present war or of wars to come? I believe not, for no matter what is done to help widows and children and maimed soldiers in the way of money, nothing can replace a wounded soldier's former joy of living or give life back to the dead man who gave his all for a selfish man's lust for power."

Mr. Robertson states, "Teachers in New Mexico who have no contact with Indian children would be surprised to find the feeling that exists beneath the stolid exteriors of the little redskins. However, here at Espanola where one has several Indians in every class, nothing is surprising about them. They work as hard, and sometimes do more work than the other students. Practically all of my Indian students have an excellent command of the English language, and are a decided asset to the school.

"Mary Elizabeth typifies the Indian student, and judging from her paper—it is original, as I supervised its writing in class—one can give considerable credit to the young members of the Red Race for their intense awareness of the surrounding world, not only locally, but nationally."—*Courtesy of New Mexico School Review* (January 1941), R. J. Mullins, Editor and Manager, Santa Fe.

Susan M. Dorsey

Roy W. Cloud

SUSAN MILLER DORSEY, whose portrait appears on the cover of this issue, and who is enjoying her retirement in her home in Los Angeles, was Superintendent of City Schools of Los Angeles from 1920 to 1929. She was born in a small village in New York State and became an honor student at Vassar, from which she received her bachelor's degree and her membership in Phi Beta Kappa. Marrying soon after her graduation from college, she went in 1881 to Los Angeles.

Mrs. Dorsey began her association with the Los Angeles schools in 1897 as a teacher in the old Los Angeles High School. Shortly thereafter she was made head of the Classical department and later vice-principal of the school. Her great ability was recognized in 1913 by appointment as the first woman ever to act as assistant superintendent of the Los Angeles City Schools. Assuming educational leadership in the fastest-growing city of the New World, Mrs. Dorsey was the natural selection for the city superintendency when that position became vacant in 1920.

A Great Administrator

It is probable that no city school system in history had such rapid growth in enrollment. Mrs. Dorsey's exceptional administrative ability was ever evident during her years as Superintendent. As one of her outstanding traits, she was able to delegate responsibilities to those whom she trusted. Despite her many problems, the expanding school system saw growth in service as well as numbers. Mrs. Dorsey had at all times the rare ability of sensing human needs and human problems. When she voluntarily resigned her position in 1929 she left to her successor a splendid organization which was functioning correctly and efficiently.

Besides being a good school administrator, Mrs. Dorsey was a real friend, not only to the teachers and other workers in the schools, but also to the boys and girls with whom she came in daily contact. She has

been throughout her entire life a devoted Christian. Her charities, although little known, have been a constant factor in her ever-expanding sphere of influence.

Mrs. Dorsey, not only during her active participation in school affairs, but since her retirement, has been interested in every educational movement of merit. She was long active in the affairs of California Teachers Association and is an Honorary Life Member of the organization. Several years ago, together with John Dewey, Mrs. Dorsey was honored by being made one of the two Life Vice-Presidents of the great National Education Association.

IT has been a privilege for California school-people to have had an opportunity of knowing this outstanding educator. Her portrait reveals dignity and charm. All who have known Mrs. Dorsey and have in any way associated with her have come to know and understand her fine spiritual qualities.

* * *

Junior Recreation Museum, under auspices of San Francisco Recreation Department, issues several publications and bulletins. The Junior Naturalist, now in its 4th volume, is dedicated to the preservation of wild life. Bulletin No. 8 deals with the texture of igneous rocks.

The Museum conducts nature-study and camera-club field-trips. For further information address the museum at 600 Ocean Avenue, San Francisco.

Handwriting Needs

Manual Issued by Zaner-Bloser

DR. FRANK N. FREEMAN, Dean of the School of Education, University of California, Berkeley, is author of an excellent, illustrated brochure of 36 pages entitled *Solving Handwriting Needs . . . As We See Them Today*.

Dr. Freeman has conducted research work in handwriting since 1907. His evaluations and suggestions regarding large primary writing, common-sense movement, correlation of handwriting with other school subjects, and the use of manuscript writing in grades 1 and 2, have been generally accepted. He now offers some timely suggestions, on skill periods and treatment of the left-handed writer, which educators will find of much interest and value.

This helpful and praiseworthy manual is issued by Zaner-Bloser Company (handwriting publishers since 1895), Columbus, Ohio.

Inasmuch as the Zaner-Bloser handwriting system is officially adopted throughout California public schools, many teachers will desire to avail themselves of this new booklet. Copies may be obtained at 10 cents each, postpaid, by addressing the company.

Hurrah for Parent-Teacher Associations!

Mrs. Paul Young, Member American Legion School PTA, Sacramento; Mr. Adin D. Henderson, Principal

THE woes of a teacher are countless, it's true,
They put up with Sally and Billy and Sue,
They wipe little noses and dry little tears,
And otherwise see to the needs of "our dears".

But that is not all of the grief they must bear
We mothers also often get in their hair.
Our Gretchen or Ruth just can't seem to progress
Or Jimmy comes home with his clothes in a mess.

And who gets the blame? Not Sonny! Oh no!
Instead, straight to the school a lot of us go.
And lay down the law to the teacher involved,
Until into tears she finally dissolves.

And she thinks to herself, as well she might
That when she chose this vocation she lacked foresight
But please, teacher dear, don't take it to heart,
We can't help but know you are doing your part.

And despite all the things we might say or do
Deep down in our hearts we are grateful to you.
We know you are doing your job mighty well
In other words, Teachers, we all think you're SWELL!!

INDUSTRIAL EDUCATION

THE CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION

James E. Welden, President; Coordinating Supervisor of Vocational Education and Apprenticeship Education, Fresno Public Schools

FROM the time when public schools were considered to be a necessity in the everyday functions of American life, they have contributed in a large measure toward making the United States of America the greatest nation among nations.

The educational trends in our country have advanced to an extent where today the educators are recognized as being leaders. Educational leaders for many years have realized that education as a whole comprises far broader aspects of training than the purely academic subjects.

Many leading citizens realize that our public schools should fit the needs of our boys and girls, to prepare them for after-school life.

Two Great Fields

Through the combined efforts of leaders in the educational fields, of business, of industry, of leaders in labor organizations, of churches, and of government itself, was brought about the establishment of Industrial Arts and Vocational Education. These two fields are rapidly establishing themselves as permanent parts of the general educational set-up. These activities are now meeting a very specific need in our National Defense Program.

Facilities for training in trade and occupational activities, as set up under the Smith-Hughes and George-Deen Vocational Education Acts, have been far-reaching in meeting the needs of the present national emergency. While leaders recognize that these established facilities can be used to effective advantage, they also realize that supplemental facilities must be furnished to adequately meet the training needs of industry as a whole, to provide trained individuals to man the machines of production of our manufacturing centers.

It is not definitely known to what extent these added facilities will be required in the final proposed train-

ing program to supply industry with trained workers. The Advisory Committees, set up in all localities to co-operate with vocational education leaders, are making definite progress in determining what these supplemental training facilities shall be. Installations of new equipment are made daily in the various vocational education centers throughout California.

Five Million Workers

It is estimated that by spring of 1942 an army of workers of more than 5,000,000 will be needed to operate the machines of production essential to national defense. When we compare this number of needed workers with the number of vocationally-trained boys that are graduated every year, then the prospect for a greatly-enlarged vocational education program is indeed very bright.

I particularly emphasize National Defense Training trends, but I do not wish to leave the impression that the present phases are paramount to regularly-established Vocational Education systems. I do not favor the indiscriminate production of the weapons of destruction; nevertheless, I

James E. Welden, President



am of that group of people who believe that the defense of our country should be built to such an extent that no foreign nation will dare to challenge the existence of our Republic.

Although the present emergency is to some extent deplorable, it nevertheless is the means of establishing permanent vocational education schools in our country.

Prescribed Standards

There has been an urgent need for a type of training that will definitely prepare the youth of our nation for trades and occupations in accordance with the prescribed standards of the trades or occupations for which they will be trained. The training to be offered the trainees of the future will definitely be pointed to fit the young person for a trade for which he shows some capacity and for which there is reasonable prospect to secure stable employment at fair and with wages that will afford an opportunity to the learner, to increase his skills and trade experience knowledges on the job.

If our high school students are to get real vocational training, they must produce things that are up to market standard; and not just play at production. Through the establishment of permanent vocational education institutions, will develop the establishment of advanced trade schools, and these, too, will be of a permanent nature.

IF the general citizenry of our great country will insist upon vocational training that meets the standards that the advocates of education had in mind when they first demanded and obtained vocational education training, and if the citizens of every state and local community will help to keep that vocational education training up to standard, then that army of future technicians can march forward toward the promise of a thoroughly sustained America.

* * *

Pledge of Allegiance

RULON A. JONES, principal, Keppel Union School, Littlerock, Los Angeles County, has made a patriotic contribution to California by adapting to music the Pledge of Allegiance to the Flag.

Mr. Jones published the material on the 163rd anniversary of the United States Flag which was adopted by the Continental Congress in Philadelphia, June 14, 1777.

On the reverse of the sheet he has given an excerpt from George Washington's Farewell Address "Be Americans." Copies of Mr. Jones material may be obtained by addressing Rulon Jones Publishing Company, P. O. Box 521, Hollywood Station, Hollywood.

CLASSROOM TEACHERS

CTA CLASSROOM DEPARTMENT, CENTRAL SECTION

Clyde E. Quick, Chowchilla Union High School, Madera County; President

CCLASSROOM Department of the Central Section has completed one of the most active years in its history. Problems affecting teacher welfare and education in general, have been studied carefully. In many cases action has been brought about to make improvements, thereby raising both teaching and educational standards.

The Executive Board members, representing the classroom teachers of the seven San Joaquin Valley counties, have worked together very cooperatively and more in harmony than ever before. Practically 100% of the representatives, two from each city and county division of the Section, attended the two fall meetings, with the result that much was accomplished.

The Executive Board met in all-day sessions at Tulare on October 26 and at Bakersfield on December 14. At the first meeting, reports were given on the Section Council meeting and the meeting of the six Classroom Department presidents in San Francisco in September.

Legislative Committee

The Legislative Committee, headed by Mrs. Juanita Pettis of Bakersfield, reported that suggestions for tenure law changes were being studied and urged that all CTA divisions make a study of tenure.

It was suggested that the present tenure law would undoubtedly work more satisfactorily if boards of education would discriminate between good and mediocre teachers at the end of the second year of the probationary period, instead of at the end of the third. If poor teachers were dismissed at the end of the second year, then, normally, all other teachers should be given tenure at the close of the third unless previously informed. Dismissal of all teachers in a system at the end of the third year is unfair, and suggests evasion of the law.

Bernard O'Reilly of Bakersfield, chairman of the Extension Committee, urged local teacher councils to publish bulletins in order that all may be kept well informed. His group also proposed that the Classroom Department publish a bulletin to be distributed to all teachers in the Section. The Extension Committee also asked the di-

visions of the Section to study the plan of sending county superintendents to the State Council meetings in the capacity of rural coordinators.

The plan of inviting guests to Executive Board meetings was adopted as a means of stimulating interest in CTA activities.

Teachers Welfare Committee, headed by D. J. Conley of Strathmore, discussed sick leave, retirement, certification, and the placement bureau at Berkeley.

He reported that his committee was making a survey of industrial organizations, civil service, and public utility groups in the Section to determine what other groups are doing in the way of sick leaves for employees. He stated that teachers are not asking for concessions which other groups of employees do not already have.

Certification

In regard to certification, it was agreed that the requirements which are set up for the beginning teacher are, but should not be the same for "in service" teachers. Years of experience in the classroom, he indicated, should count for something, even at universities.

Wesley G. Anderson of Fresno, chairman of the Education Committee, indicated that his group is making an investigation of the work being done in remedial type classes.

The officers for the past year were re-nominated by the Executive Board to serve during 1941. They are: President, Clyde E. Quick, Chowchilla; Vice-President, Mrs. Juanita Pettis, Bakersfield; Secretary, Frank Delamarter, Chowchilla; Treasurer, Mrs. Isabel Pedro, Bakersfield.

According to the Department's revised constitution, all four officers will retire at the end of 1941, as each will have served at least a two-year term.

Wilbur W. Raisner of San Francisco, Southwestern Regional Director of the NEA Classroom Department, attended the Bakersfield meeting in December. He urged the local Department to send one or more delegates to the Regional Conference at Flagstaff, Arizona, in April. Raisner reported that the NEA works consistently for the teachers of the nation, and urged all to join the NEA at once.

Four Bakersfield guests were present, including H. W. "Pat" Kelly, Central Section secretary. He stated, after the president had asked for a report from each division regarding CTA memberships for 1941, that all of the units were showing gains over the

past year. Some counties indicated that they were working for a certain goal in order that they might qualify for another Section representative.

The Executive Board voted \$50 to be used for a Classroom Department bulletin to be distributed to all teachers in the Section.

FRANK POYTRESS of Merced presented the Legislative Committee's report, containing a list of all proposed legislation approved by the State Council on December 7 in Los Angeles.

In regard to tenure, the following was reported as approved for legislation by the state Tenure Committee: 1. That teachers in schools below 850 a.d.a. should receive continuing contracts from year to year unless dismissed by unanimous board action. 2. That a referee's expenses in a tenure trial be limited to \$5 per day to be paid by the local district. 3. That a teacher, being tried for dishonesty or mental condition unfitting him to teach, be suspended from his position during the duration of his trial. 4. That Alfred E. Lentz, CTA legal adviser, be asked to define incompetency and that said definition be incorporated in the school code.

Conley reported that legislation was being framed for sick leave benefits as follows: That all teachers should receive 5 days sick leave on full pay with a provision which would allow up to 30 days to accumulate.

He also discussed the report of Ralph Nelson concerning the teachers State Retirement Fund. It was brought out that the fund is not actuarially sound, and that more will have to be paid by the teacher, the district, and the state, in order to put the fund on a sound financial basis.

It was explained that the outgo, or payments to retired teachers, within a very few years will exceed the present income, or contributions by teachers, districts, and the state. It legislation is not forthcoming soon, Nelson indicated that the fund might be bankrupt within 14 or 15 years.

Social Security

The Executive Board asked President Clyde Quick to have the NEA reports on the Social Security Act mimeographed and sent out to all Central Section Classroom representatives. The members of the Board agreed to study and discuss the Wagner Act at their local CTA unit meetings.

All Executive Board members were urged by President Quick to study all problems and legislation affecting the welfare of teachers, and schools in general, and to be ready to make decisions or make recommendations for action at the next meeting, held in Fresno on February 1.

HOW WE WROTE A PLAY

A DRAMATIC PRODUCTION FOR WASHINGTON'S BIRTHDAY

Louise M. Martin, Teacher of Grades 4 and 5, Fairview School, Fresno County

DURING a 5th grade language lesson, one day in January, the discussion led to the study of plays. We read several plays and noted the style in which they were written; the title, margin, indentation, etc.

As this was a very enthusiastic group—all 15 of them—it wasn't long until several of the children asked if they might try to write a play of their own. The idea seemed a good one, and soon the whole class was eager to start.

But what should our play be about? Our next holiday was to be George Washington's Birthday. We had been reading about George Washington in our social studies, so we decided to write a play for his birthday.

Now that we had chosen our subject, our next concern was how to go about the writing of our play in a systematic way. Several ideas were given, but none seemed very practical until Marjorie suggested that we divide the class into committees and each group write an act of the play.

This idea seemed a very good one, so the day's Language lesson consisted of a lesson in parliamentary law. Several chairmen were nominated, and three of them were voted upon by ballot. Marjorie was elected chairman of Committee 1, Betty Ann of Committee 2, and Joan of Committee 3.

Each chairman now chose her committee until everyone in the class was on a committee. These names were written on the front blackboard in outline form for future reference.

After our committees were chosen, the discussion arose on just what we should write about Washington. We discussed the life of Washington and some of the children thought we should know more about his life to decide what we should write. The three chairmen chosen were all very good in their regular school-work, so had time during spare moments to go to the library in our school for refer-

ence material. They looked through old readers, history books, Normal Instructors, etc. When they found something, they placed a marker in the book and placed it on the reference table.

Interest in this became so keen that all the children in the class were soon looking for reference material. Several children brought books and pictures from home. We soon had a stack of books containing material to be read, and this the children did. Before we were ready to write, each child had read all the stories and incidents found about Washington.

Lively Discussions

Now we felt that with this background we were ready to start our play. This led to a lively class discussion on just how many acts and scenes our play should have and what they should be about. After much discussion by the children and a few suggestions on my part, it was finally decided to write about three important events in George Washington's life. Act 1 was to be about George Washington and the Cherry Tree; Act 2, George Washington Takes a Message to the French; and Act 3, George Washington, Our First President. This was added to the outline on the blackboard.

Each committee was now ready to write a playlet about his act and every child wrote a complete play. When this was completed, every child read his play to the class. We did have some good results.

Now to put each act together—the most difficult part of the whole procedure. Each committee met with their chairman at a table in the back of the room and each child's play was read again. The committee then discussed some good part of each child's paper that was to be incorporated in the play and the chairman wrote this on the blackboard. We used the blackboard for this as there was much

changing and erasing before a satisfactory result was achieved.

When this was finished the whole class read it and criticized it. I gave a suggestion now and then and occasionally I criticized something the children didn't see. For instance, when Act 1 was first written, young George was found to be cutting down the cherry tree in the dining-room! The act had to be rewritten. It wasn't long until the children realized the natural order of events and, after several trials on each act, the play was ready to be put together. How proud of it they were!

The next thing was to choose the characters to act out the parts. We had a class discussion on how this should be done. There was to be something for each child to do, including property-men and a reader. As soon as the parts were chosen we began to practice. This showed up several flaws in the play that we rewrote, and we added several sentences and phrases where endings seemed too abrupt. I had told the children that if their play writing and acting were fairly successful they could act it out for the Women's Club of our school when they met at our school for their tree and shrub planting on February 22. This of course was an incentive.

Joan volunteered to be the reader. She wrote, unassisted, an introduction to each act which she memorized.

This writing of our play, which took about three weeks, was a grand experience that hadn't been really planned out beforehand, but rather worked itself out in natural stages. We lived it, and the enthusiasm of the children was a joy. They entered into the spirit of the acting and I was very pleasantly surprised to see my meek little Helen quite a daring young George Washington with her little red hatchet, or Jimmie leave off his giggling when he was the dignified young George who delivered the message to the French.

Act 1

Reader—This episode, George Washington and the Cherry Tree, takes place in the cherry orchard of George Washington's father. George is a very small boy. He has just received a new red hatchet.

George — My, but this hatchet is a fine one! Its blade is so sharp. I believe it will even chop down a tree. I will find out. (Chops at tree) (Proudly) My, it cut down that tree just fine! This is surely a fine axe. (Hesitates) . . . But that is one of Father's nice cherry trees that he planted in the orchard. Oh! . . . I wonder what Father will think! I suppose he will be angry.

Father (Walking out to see his orchard) Hello, George! What are you doing?

George — Oh, just playing with my new hatchet! It is so sharp. It cuts well.

Father — (Suddenly sees the cherry tree laying on the ground) Look at that tree laying on the ground! It was such a pretty tree, and growing so well. George, did you cut that tree down?

George — (Sorrowfully) Yes, Father, I chopped the tree down. I'm sorry. I was trying out my little hatchet. I do not want to tell a lie.

Father — (Patting George on back) I understand. I'm proud of you for telling the truth.

Act 2

Reader — Our act, "George Washington Takes a Message to the French," takes place in Governor Dinwiddie's Office. George Washington, now a courageous young man of twenty-one, has just entered.

George — Good morning, Governor Dinwiddie. Did you want me for something?

Gov. Dinwiddie — George, I have called you for this task because you have skill and you are brave.

George — Thank you, Sir. What is it, Sir?

Gov. Dinwiddie — I want you to take a message to the French at Fort Duquesne. Tell them that I am sending orders for them to get out of the Ohio Valley.

George — I will do my best, Sir. How many men are going with me?

Gov. Dinwiddie — I think seven will be enough. You will be in charge of them.

George — We will start as soon as it is possible to get everything ready.

Gov. Dinwiddie — Goodbye, and I wish you good luck.

George — Goodbye, Sir!

Act 3

Reader — Act 3 is "George Washington, Our First President." The time is right after the War for Independence. George Washington is now 57 years old. This scene takes place in Washington's study. He is talking with Martha.

Martha — George, what did that letter you received last week say? You have looked so thoughtful since you received it.

George — The people want me to be the president of the new government. Martha, do you think I should stay home and look after my plantation, or do you think I ought to go?

Martha — I would like for you to be president, but it is you who is to make the decision.

Servant — (knocks on door.)

George — Come in!

Servant — De messenger has done come from New York, Sah!

George — Well, send him in, Sambo.

Servant — Yessah! Yassah!

(George gets up and goes to door)

Messenger — Good afternoon, General Washington.

George — Good afternoon, Sir! Come in and sit down. Martha, this is the Messenger from New York.

Messenger — (Bowing) How do you do, Mrs. Washington! (to George) The people have sent me to ask you once more to be the President of our country. We all know if this new government is to be successful you are the one to make it so. You must know, General Washington, that everyone trusts your honor, your ability, and your love for your country, as you have proved to all in this last war. The people are very anxious to know your decision. Could you give it to us today?

George — I am very happy here at Mount Vernon looking after my plantations. But . . . (pause) Well, . . . if everyone wants me, I will be President.

Messenger — Oh, thank you, Sir! The people will be very grateful to you for becoming our first President, for you are truly First in war, First in peace, and First in the hearts of your countrymen. (Shakes hand) Goodbye, Sir! Good afternoon, Madam Washington.

* * *

New School at Puente

New Hudson Elementary School, Puente,
Los Angeles County

THE new Hudson Elementary School of Puente (D. P. Lucas, district superintendent), completed and dedicated in December, 1930, contains practically every late construction and educational feature.

In addition to 15 classrooms, the buildings consist of kindergarten, manual training, cooking and sewing rooms, showers for girls and boys, library, cafeteria, auditorium, faculty dining-room, visual education, administration offices, and nurse's unit.

The plant is one-story, stucco-frame and earthquake-resistant. All classrooms have maple flooring; auditorium and cafeteria are cement; administrative offices, household-arts rooms, and nurse's unit are asphalt-tile.

The rooms are all well lighted with indirect lighting. Heat is thermostatically-controlled; there is water in each room and there is ample closet and shelving room. A public-address system connects each room with the superintendent's office. These are the major features, but perhaps a little more detail might be desired:

Classrooms

Cube, 6 ft. x 6 ft., front for library, one side for teacher's supplies, another for books and the fourth is the teacher's coat room. Many enclosed closets for supplies, sink, running water, connection for gas, and drinking fountain.

Indirect lighting fixtures.
Each room has six windows.
A cupboard for lunch pails.
Art corners with light and cupboard below for vases.

Auditorium

Cement stepped floor.
Seats 643.
Has full stage equipment with dimmers.
Speakers curtain.
Dressing-rooms for girls and boys.
Costume closets.

Home-making

Large room — semi-circle; tiled drains.
Excellent equipped for instruction.
Large cafeteria.

Heat and Light

Each room has its own unit gas heater. Electric clock controlled from master. Heat controlled by thermostat. Electric eye has been installed in some rooms. Lighting indirect; six light units in each room.

Public-Address System

Each room connected to Superintendent's office. A conversation between principal and office may be carried on. Can broadcast to any or all rooms any radio broadcast. Also has victrola for record transfer of music to any room or to outside court or auditorium.

Nurse Health Unit

Three rooms — waiting-room, first-aid room, and rest-room — well equipped. Color of all rooms, cream and rust.

Cost of Plant

A \$40,000 bond issue was voted and with an increased tax rate for three years the plant was completed at a cost to the district of \$97,700. The plant is valued at \$250,000. It was a WPA project throughout. The workmanship is high class, and the entire project stands as a model for school construction in the county and state. The architect was Richard M. Bates Jr. of Los Angeles.

* * *

Language for Use is volume 4 in the high school composition series by J. Paul Leonard and Rachel Salisbury, prominent California educators. Here teachers of English are provided with carefully-organized materials through whose use their students in the upper years of the high school may develop the necessary composition skills.

Part One, *Influencing Thought and Action*, stimulates pupils to read, think, speak and write about their life problems; Part Two is a *handbook of grammar*. Publisher, Scott, Foresman and Company; 350 pages; illustrated; price \$1.24.

Pupil Guidance

RUTH STRANG, Ph.D., professor of education, Teachers College, Columbia University, is author of *Pupil Personnel and Guidance*, a noteworthy book of 360 pages recently published by The Macmillan Company; price \$2.

The book emphasizes the need for sympathy and objectivity in striving for the best development of every child. Expert suggestions abound for ways and means of meeting children's needs. Many concrete examples are given of opportunities for personnel work inherent in the regular school day.

Discussions of the effective guidance program are comprehensive and include such subjects as skillful teaching, sensitivity to individual pupils, individualized pupil-teacher relationship, cooperation with community agencies, development of attitudes toward vocations, and self-direction on the part of pupils.

The author understands guidance problems. She has written not to the specialist but to the administrator and teacher, both of whom can play an important role in the adjustment of students to their environments.

* * *

Against Narcotics

Alcohol, Drugs and Tobacco

JOHN C. ALMACK, Ph.D., professor of education, Stanford University, and nationally known as a teacher and author of textbooks, has prepared a series of three books for school children and young people:

1. *Facts First*, for intermediate grades;
2. *A Clear Case*, for upper grades;
3. *Straight Thinking*, for high school and college students.

This admirable and praiseworthy series not only gives the important facts concerning alcohol, tobacco, marijuana, opium, and cocaine, but also makes a strong and interesting case for good health habits and clean living.

Over 100,000 copies of Books 1 and 2 have been placed in the hands of American school-children within the past two years. The third book, *Straight Thinking*, recently from the press, is most attractively written for high school and college young people.

Pacific Press Publishing Association (Box 548, Mountain View), who are the publishers of the series, and Professor Almack merit the gratitude of all teachers and parents upon this excellent and valuable series.

THE RISING TIDE

Horace E. Kennedy, Teacher of Mathematics, Counselor, San Diego High School

*"Long hath we been in shadows,
But lo! the lingering dawn cometh."*

—Anonymous.

THESE have been long, lean years for the few hardy Euclidean still struggling against odds in our public school systems. The dynamic surge forward of the Progressives (?) during the last decade left teachers of all species sprawling in the brush, but most "sprawly" of all were the secondary school mathematicians!

Try as they would, there was no way they could find of driving home the advance-number relationships, without at least quite a little "old-fashioned" hard work, and some small demand on the various cerebral functions.

Alas, there was no magic "open sesame," no "learn through play," no "follow the student's interest" in this field. It was simply, "If you want to know, work, think, study, but work, work, work."

This admission, of course, was mutiny when everyone else was having such a lot of fun. If it hadn't been for these "horrible" colleges, who absolutely demanded at least two years of higher mathematics (but just wouldn't tell why) many secondary school principals would have gladly cleaned house, eliminating such unentertaining trash as mathematics. From their omniscient point of view, the whole field was irrelevant, immaterial and unimportant.

As a dreary consequence, mathematics departments in high schools throughout the country have sunk, in most cases, to the low level of having to fight for their very existence. Fewer, ever fewer, classes—always larger and larger teacher-load. Requisitions cut beneath the bone, slashed, in fact. Math teachers quietly slipped into other departments to make them "progressively" stronger.

Constant threat of merging science and mathematics, with math the sub-

servient field. Bang, bang, bang! Backs to the wall—accused, harangued—the tide was out. Even the mathematics journals were falling to the attack—seeking for the Gabriel who was to show how everyone was to tinker with abstracts and have such a lot of fun.

But no go.

Suddenly, when the tide was minus, came War—and with War came the rude pedagogical awakening. America was an industrial country, a technical people. We were strong through our mathematical formulae and what they could do and promised to do. (It was just a little late to discover this but . . .)

Math Wins Wars!

There was a sudden, boyish surge of interest to the military, to the aviation, to construction and technical work of all kinds. Girls clamored for pre-nursing. But what is this? *Mathematics? Algebra? Geometry? Trig? Required?* Can you imagine!

A moment's hesitation . . . then Bingo! The tide gains momentum, surges. Algebra classes are suddenly at a premium, Geometry overloaded. Short of books, material swept away.

But Math is rediscovered! (in the nick of melodrama time, too).

A crisis! Stop playing, become a man, the government demands.

Discipline becomes suddenly respectable.

Hard work begins to lose its faint red tinge of persecution.

It is almost no longer criminal to think. Mayhap, Euclid wasn't such an idler after all.

I beseech you, faculties of high schools, if you have been surprised in the manner of the sudden rejuvenation of your few remaining Euclidean, if their backs are a little straighter, their eyes a little brighter, their step a little quicker . . . give them a smile, not a growl. These have been lean years. But the tide is in . . . to stay. You may be irrelevant . . . tomorrow.

INTERVISITATION

INTERVISITATION AS A MEANS OF IMPROVING INSTRUCTION IN ELEMENTARY SCHOOLS

*Hugh Herrington, Principal Jordan and Severance Elementary Schools,
Gilroy, Santa Clara County*

HOW often has the real intent of the traditional visiting-day been unfilled?

For years districts have freely given one or more days to the teacher in which he could visit some other school or, in case of large systems, observe within the system.

We take great pride in our progressive schools, our growing professional standards, and our codes of ethics; yet we allow ourselves to be marked by the antiquated visiting-day on which the teacher "dresses up" and parades to some other school, often with most any point-of-view or purpose other than educational learning.

This may seem to be a strong statement, but with many exceptions it is the actual fact of the situation. We have "hung onto" this day to serve private whims and fancies. Perhaps it is a sister or brother or maybe just a good friend who lives there, or perhaps it is just the fact that one has never been there. These are the determining factors used by many teachers when they select the school and locality in which their visiting-day is to be wasted.

The originators of visiting-days, as prescribed by state laws, acted with the belief that public school teachers and administrators would have the initiative, good judgment, and responsibility to see that the most be made of such a day. I will deal with the facts pertinent to intervisitation as a means of improving instruction.

If intervisitation is planned for the purpose of improving one or more specific phases of teaching, it should be carefully developed to insure to the teacher the opportunity to acquire higher standards of teaching than those she possesses and an understanding of suggestive ways of achieving these standards.

The observation that she makes

must be as constructively helpful to her as possible. There should be equally, if not more, time spent in the preparation of these visits than in the preparation and planning of a conference or teachers meeting.

Intervisitation must be planned with the thoughts in mind of how we can better guide, teach, and influence children by a good program of intervisitation. Perhaps in one's school system there is a teacher who is unusually strong in social studies and in the same system there happens to be one who is particularly weak in social studies. It is advantageous then to select this outstanding teacher as an example for the weaker to observe and in so doing advise her to look for the particular things she lacks.

Specific Observation

The observing of specific technics and methods is one of the important uses of intervisitation both for "weak" and "strong" teachers. Many teachers possess outstanding technics that could be used profitably by others in the system. It is difficult for a supervisor or administrator to explain these technics, but it is quite simple to make them self-explanatory through the medium of visitation.

The belief expressed by outlived authorities that intervisitation should be limited to the "weak teacher" is erroneous. To substantiate the modern point-of-view I quote from Kyte¹ How to Supervise:

"Good and superior teachers can profit more from supervised visits to others, perhaps, than can weaker teachers. Not only should intervisitation be used to facilitate or cement better articulation or correlation of teaching and to improve the work of weak teachers, but it should also serve

to improve the teaching of every teacher.

The purpose of intervisitation is the building and aiding of every teacher in the system, whether as an observer or as one who is being observed. Much value comes to both observer and observed when they meet in conference to discuss the work that was observed.

Types of Intervisitation

THROUGH the medium of intervisitation the teacher keeps a much more even perspective of his own level of work. Frequently it is possible to provide organized visits of teachers within the building for securing better articulation or correlation. Teachers in some cases may visit in classes immediately above or below their own level. In the lower grade they observe the subject-matter being taught and the methods employed by the teacher. Here let me quote from Cubberly² to substantiate my view:

"Another form of visiting that is occasionally useful is short room-to-room visiting in the same building. Sometimes when a teacher is tired and nervous, the principal may take the class for a single lesson, often using the time to test the work of the class, and send the teacher to another room for a half-hour visit to rest and see some other teacher at work. To see how the teacher next below is preparing pupils to enter her grade or how the teacher next above is using previous preparation may be helpful, as may also a short visit to some superior teacher doing an entirely different type of instructing."

Not only will the teacher receiving the pupils know what the former teacher was doing with them, but will consciously or unconsciously modify procedures to minimize the readjustment difficulties of pupils.

When the teacher visits in the grade above, he can observe the effects of his own work and the needs of the pupils which should or should not have been met more effectively. In order that the present class may be better prepared for the work to follow, he is able to note where he can modify his own teaching.

These two types of intervisitation are especially needed where two marked divisions in the school system are developing as, for example, between the intermediate and junior high school levels.

Intervisitation of teachers for the purpose of developing greater correlation in learning activities carried on is needed where departmentalization exists. This may be useful between teachers of mathematics and teachers of industrial arts, between teachers of English, social studies and art.

¹ Kyte, George C. *How to Supervise*, page 291.

² Cubberly, Ellwood P. *Principal and His School*, page 471.

The subsequent conferences growing out of these visits should lead to closer correlation of classroom work. Larger and more wholesome and interesting activities can then result on this cooperative basis.

The last type of visitation is that to other school systems. This practice is rare because it is difficult to make the planning for the teacher's visit sufficiently definite to warrant the expenditure of time and money involved. This is the case for an entire system, but not so for the individuals within the system. For the superior teacher in the system it is necessary to plan this type visiting because to gain proper inspiration, valuable viewpoints and renewed enthusiasm she must observe work at least on a level of her own and if possible superior in some respects.

Organization

The organization of this program is vital to its success. Too much emphasis cannot be placed upon the necessity of complete organization before beginning any functioning of this program. It is best to plan for a series of visiting-days within the system and then to plan for a series of visiting-days to other systems. This series of days should be as closely related as possible in order to avoid delay in concluding the intervisitation program. Continuity is often

lost if the program runs over too long a period. The advantage of planning the local day first eliminates all teachers who can profit sufficiently by observing within the system. Then the administration will have a more concrete basis for selection of "field of observation" in other systems.

It is important to stress the care needed in selection of classes for teachers to observe. I quote from Kyte³ in regard to procedures often used:

"Too often, they start on their visit with no other guidance than a general suggestion such as: 'Spend the morning visiting the primary grade teachers in the Adams School' or 'Study the work of the 5th grade teachers during the activities period' or 'Watch the drill work of the arithmetic teachers in the Mason School.'"

My purpose in making this quotation is to point out the fallacies as Kyte intended them to be shown. This type instruction, with no further background of interview or conference, is incomplete. The teacher should have a part in the selection of her site for observation and should lend much information as to the needs she feels could be served by observation. There should be a definite room or rooms listed for the teacher to observe and then listed should be definite observations to be made.

³ Kyte, George C. *How to Supervise*, pages 292, 293.

Intervisitation Direction Form⁵

Miss, Mr. _____ School _____

By permission of _____, Superintendent of Schools, you will be given leave of absence from your classwork on the following day: _____ (all day) (morning) (afternoon) in order that you may visit other classroom work (within) (outside) the system.

You are requested to visit the _____ School and at that time observe the work of the following teachers:

While observing their classes, please note the following, placing particular emphasis in your observation upon those items checked below.

1. Dependence on or freedom from textbooks.
2. Organization of teaching procedure.
3. Character of questioning by teacher.
4. Attention and character of response by pupils.
5. Relative part taken by teacher and pupils.
6. Types of lessons seen.
7. How well the activity was conducted and if brought to a proper conclusion.
8. Culmination of unit following activity.
9. Strong points in teaching techniques seen.
10. Environment of the room.

The principal of the school will be expecting you, as will the teachers named above. On your return to your school you will be expected to report for conference with your principal on your observations. Please make no comments, other than favorable ones, to anyone else but your principal.

Date _____

⁵ Cubberly, Ellwood P. *Principal and His School*. The Intervisitation Direction Form adapted from this reference.

LET'S treat this subject in a more detailed manner by outlining now the "steps" in supervisory guidance of teachers visits. There are six definite steps⁴ in this guidance procedure. They are: 1. planning to meet the needs of the teacher, 2. planning the visit, 3. planning with the teacher to be visited, 4. the conference between the two teachers, 5. the supervisory conference, and 6. the follow-up work in the classroom.

1. Planning to meet the needs of the teacher:

Visitations planned for any teacher should be based upon some recognized weakness in his teaching which can be improved by this means. This need is discovered through supervisory observation, results of tests, teacher requests, etc.

In an individual conference the supervisor should discuss with the teacher the nature of the teaching weakness to be overcome or the phase of good teaching which can be improved, the cause of this weakness and various means for improvement in this phase of teaching.

No teacher should visit until the supervisor is sure that the teacher and he have a common understanding of the teacher's needs.

2. Planning the visit:

The supervisor should develop with the teacher or prepare for him a series of points to be observed. The best results are obtained if it is found possible to prepare the points with the teacher instead of for him. This type of preparation of the teacher in the conference is similar to that followed in preparing a group of teachers to observe a demonstration lesson.

The greater the effort on the part of the teacher in preparing himself for the visit under the guidance of the supervisor, the more benefit he will derive from the observations. To aid the teacher in directing his attention to particular phases of instruction a form may be provided containing various items to be noted.

3. Planning with the teacher to be visited:

If the best results are to be obtained in using this supervisory means, the visited teacher should be as carefully prepared as the visiting teacher. The former must know, in a general way and sometime before the visit occurs, what are the outstanding needs of the visiting teacher and what questions he would have in mind while observing.

Oftentimes the teacher to be visited is not fully prepared and does not grow in the experience as she could when given the opportunity to prepare thoughtfully. It is

⁴ Kyte, George C. *How to Supervise*. The six steps in the guidance procedure were taken from this reference.

possible to aid the visited teacher without causing her work to become either formal or formidable, by giving the activity its right professional setting.

4. The conference between the two teachers:

The conference between the two teachers can be productive of good for both. The visited teacher has more firmly fixed in his thinking the best features of his own teaching. He may also obtain some helpful suggestions from the visiting teacher. The visiting teacher acquires a more practical picture of the good teaching observed shortly before. He becomes conscious of better teaching standards and more conversant with better methods of achieving these standards in his own classroom.

Both teachers should have been advised to plan for this conference and a definite time should be set aside in the visiting time of the teacher at the convenience of the teacher visited. Sometimes the supervisor may be present and participate in the discussion when he feels that his presence is needed to insure the fixation, in the visiting teacher, of the points previously agreed upon.

5. The supervisory conference:

When the supervisor has not attended the conference between the two teachers, he should plan definite follow-up means of insuring that the teacher has profited by visits to other teachers. The supervisor should make sure that the teacher has discovered and learned what he was expected to gain from the opportunities provided in the visitation.

In some systems the visiting teacher is asked to prepare and file a written report of his visit. Sometimes he may report his findings in faculty meetings where the observations are discussed by the group.

If the principal thinks that the teacher needs further help in clarifying his thinking regarding the teaching observed, after the discussion has ended, he arranges with him for a conference to supplement the influences produced upon the teacher by the discussion in the teachers meeting.

6. Follow-up work in the classroom:

Lastly the supervisor should devote some time to observing the teacher at work with his pupils shortly after he has attempted to make adjustments as the result of his visit to other teachers. Progress should be noted and additional assistance provided to help the teacher incorporate effectively in his teaching, points observed during the visits and stressed as important in the follow-up conference. This is the culminating activity designed to give the teacher intensive help that will build teaching strengths needed.

Bibliography

Barr: *The Supervision of Instruction*; p. 433

Stresses the facts that teachers may be weak in one subject and strong in another; consequently they may also be observed as well as observers, and hence eliminate part of the chance for jealousies on part of misunderstanding teachers.

Burton: *Supervision and the Improvement of Teachers*; p. 340

Comments on how excellent a device for the improvement of teachers intervisitation can be. Stresses tact in the administration of a plan of intervisitation.

Cubberly, Ellwood P.: *Principal and His School*; pp. 470-474

Presents arguments in favor of intervisitation. Outlines a visiting day form that could be used on visiting days.

Eighth Yearbook of Dept. of Superintendence of NEA: *The Superintendent Surveys Supervision*; pp. 74-76

Touches on intervisitation as a means of supervision as well as a method by which teachers may develop and grow.

Kyte, George C.: *How to Supervise*; Chapter 11.

This chapter deals with teachers' visits as a means of improving instruction. Kyte presents many arguments in favor of a good intervisitation program.

Nutt: *Supervision of Instruction*; pp. 23-24

Stresses the need for a cooperative feeling between teachers and supervisor. This particular phase is all important if the intervisitation program is to succeed, according to Nutt.

* * *

New Holt Books

HENRY Holt and Company, 526 Mission Street, San Francisco, have issued two noteworthy texts:

1. *Everyday Mathematics*, by Douglass and Kinney, a well-illustrated book of over 500 pages, is for the rapidly increasing number of high school students who will not take formal algebra or for whom the decision should be postponed a year. Price \$1.28. It is not a diluted algebra nor a "commercial arithmetic," but a carefully-developed treatment of the mathematical processes which all workers, homemakers, and citizens need to master. Lucien B. Kinney is associate professor of education, Stanford University. Harl R. Douglass is director, College of Education, University of Colorado.

2. *Book 4, The Bronze Book*, in the Let's Read! series (reading for work and college) by three California authors, Holland Roberts of Stanford University, Helen Rand of Mills College, and Lauriston Tardy of San Rafael High School. Book 4 comprises 640 pages with many illustrations; price \$1.48.

Kaffee-Klatch

El Dorado School, Sacramento.

Dear Mr. Cloud:

With your kind permission I should like to pass on to other teachers, through the medium of *Sierra Educational News*, a sort of recipe for their enjoyment:

KLATCH is a good old-fashioned European word whose meaning compares with our cosy word "gossip." I say "cozy" advisedly, for gossiping is one of our favorite pastimes—and there's no denying it. In some instances gossiping or klatching has almost taken on the tone of avocation.

Let me tell you about my school. We are a faculty of ten teachers—all women, and one principal—a lone but brave, listening man. He heeds well the advice thrown at him by his ten bosses. Yes, he is a brave man!

Frequently we gather for a kaffee-klatch at either morning or afternoon recess, or at the noon hour. The Teachers Room is a lovely, peaceful one, and its atmosphere is created by those who use it. Our principal makes the coffee; the cake or doughnuts are supplied by the teachers.

It's such a splendid opportunity for making and furthering that spirit of good-will among our fellow workers. It's such a grand chance to smooth ruffled feeling or to iron out minor difficulties which have a way of being ever-present.

Also, what better time could there be for discussing and combining ideas for future use? Good coffee and cake are bound to bring forth suggestions from even the quietest of workers, and while we're eating no one thinks twice about the possible, nasty elements of disagreeing.

We barge right along into violent discussions which frequently lead to dissension. This we seem to give and receive with an almost intense enjoyment. For we have discovered that by disagreeing, more ideas are brought into range, making the ultimate plans all the richer and more acceptable.

Therefore, we say, long may the old institution of Kaffee-Klatch survive!

Sincerely,

Rita Haas

* * *

The School and Its Community—an introduction to school-community planning for administrators, supervisors and teachers—by John Bertram Whitelaw, is a stimulating 40-page pamphlet distributed through University of Chicago Book Store, 5802 Ellis Avenue, Chicago; price 50 cents.



Presidents of the Six Sections of California Teachers Association (left to right): Vierling Kersey (Southern); Donald G. Wright (Central Coast); C. M. Sorens (North Coast); Mrs. Blanche Schmidt (Central); Robt. R. Hartzell (Northern); Henry C. Hall (Bay).

They Ask So Many Questions

Laura Bell Everett, Berkeley

Of course they ask questions, or ought to ask, and ought, as soon as possible, to find the answers to their own queries. Third and fourth grade children, omnivorous for information, should be supplied with such books as the Elementary Science Readers prepared by the Pennsylvania Federal Writers Project.

In these little books, with their excellent print, abundant diagrams and pictures, and vocabulary checked by standard lists, young readers can follow the remarkable life of a fish, in *Salmon*, study insects in *Life in an Ant Hill*, go into astronomy in *The Light of the World*, or turn to questions that puzzle many in *Gold or Money*. Eagerly the small boys will reach for the gay jacket of *Trains Going By*.

The publishers, Albert Whitman & Company, have previously put out *The Ladder of Clouds*, *The Book of Stones*, *Snow*, *Gla-*

ciers, and *Icebergs*, *Looking at the Moon*, *A Trip on Many Waters*, *The Story of Bees*, *Dream of Stars*, and *Aircraft*. They announce for 1941 publication *The Story of Glass*, *Oysters*, *Orchards in All Seasons*, *Wind, Water, and Air*, *Frogs*, *Lords of the Old West*, *The Story of Clay*, *Pigeons*, *Lumber*, *Bats*, *The Story of Grapes* and *Ears of Corn*. The price is fifty cents each.

The teacher looking for material for slower students will seize upon the titles that fit her subjects. *Light of the World* mentions in the removable jacket, its adaptation to 3rd and 4th grade children. Few of the others give that information. We have many of us seen students refuse books they would have liked because a telltale age, below their own, affronted them. If school covers are used, these attractive jackets will make a blackboard border, inviting other readers.

TEACHERS of geography will be grateful for a book that is made in recognition of how much the present-day pupil gains from charts, maps, and pictographs. *Rivers of the World*, by F. Raymond Elms, illustrated by the author, and published by Albert Whitman & Company, presents the fifteen greatest rivers of the world, each

with a picture map and marginal illustrations. There is no lost space in the 80 pages for the information is well selected and concise. The pictured pages suggest that "broad margin of leisure" for which Thoreau asked.

Pupils in the acquisitive stage will gain an enormous amount of information effortlessly, and few of any age will open the book without learning something. Many, for example, do not know that the Murrumbidgee and the Lachlan are the two largest tributaries of the Murray River in Australia, or that the Murray and Darling River System drains the entire southeastern quarter of the country. The others are familiar names, from the Amazon to the Yangtze Kiang.

* * *

Ward's Natural Science Establishment, P. O. Box 24, Beechwood Station, Rochester, New York, issues a praiseworthy series of handsome, illustrated catalogs of particular interest to all science teachers.

For example, catalog No. 402 covering *Entomological Supplies and Equipment* comprises 32 large-format pages, beautifully and informatively illustrated. Ward's, founded in 1862, handle supplies for geology, mineralogy, paleontology, zoology, botany and entomology.

Secretaries of the Six Sections of California Teachers Association (left to right): E. P. Mapes (Northern); Earl G. Gridley (Bay); H. W. Kelly (Central); Mrs. Alma Thompson (North Coast); T. S. MacQuiddy (Central Coast); F. L. Thurston (Southern).



GOOD-WILL AMONG SCHOOLS

F. C. Hemphill, Assistant Superintendent, Compton Union Secondary District

IN the Compton Union Secondary District one of the chief concerns of the administration and teachers is to foster good-will among the five 4-year junior high schools and to allow no keen rivalry or animosity among schools to develop.

Over a period of 11 years since the 5 institutions were founded, all at the same time, numerous bonds have been established to unite the schools which enroll nearly 4,000 students of grades 7-10 into one fraternal understanding group.

Several natural obstacles that stood in the way of unity have had to be overcome. Each school is situated in a separate community with its own identity and interests. Two of the schools are located in different incorporated cities, one in a suburban section, one in a community purely rural, and one in territory which is both suburban and rural.

The schools also differ decidedly in type of student enrolled. In two of the schools most of the children come from average American working and business classes, in another large numbers of Japanese farmer families are represented, another enrolls a large percentage of Mexicans and some Negroes, while still another has a large percentage of Holland Dutch whose parents operate large dairies.

Not only are there vast social and racial differences among students of the five institutions but decided variations in native ability and achievement. For example, an incoming 7th grade in one school in a given year may have a median reading grade placement of 7.8 while in another school it may be as low as 5.2.

Fortunately, and aiding in unification, the union district has been so zoned and the school plants have been so located that the student enrollment does not vary too greatly in the five schools, the largest enrolling 1100 and the smallest 600.

To add to the problem of unification the schools since their establish-

ment have maintained an extensive program of inter-school athletic competition. Anticipating that many persons who read this article may gasp in horror at this disclosure, it should be straightway added that tackle football has never been among the sports employed and that touch football has proved a very satisfactory substitute.

Because the athletic league includes only the five schools of this single district under one administration and because every person connected with its operation is fully aware of the dangers to good-feeling that may come from athletic competition not properly handled, there have developed in the 11 years no serious rivalries among schools. On the contrary the inter-school competition has been a factor in building closer friendships among the schools.

Bad Competition Stopped

In the early years of the life of these schools ambitious faculty committees devised a series of inter-school academic contests in such fields as mathematics computation, spelling, sight-reading, and extemporaneous speaking. While these contests offered many advantages, they were soon found to be animosity-breeders and were straightway discontinued.

And now for some of the devices that have been employed to engender good-feeling and understanding. At the outset it should be mentioned that the five principals under the direction of the administration meet for a couple of hours conference each week and have done so for the past eleven years. Frankness and democratic procedure have always characterized the meetings in which no little time has been spent on the problems of inter-school relationship and uniformity of procedure. In spite of this the schools have developed their own distinctive characteristics and have come to differ widely in many respects especially in matters routine.

For several years, until the schools acquired print-shops of their own, a

combined school newspaper was published in which all schools were equally represented. This served not only to inform students about activities in their own schools but made for better understanding by letting them know what was going on in the other schools. Each school publishes a small annual, but this activity is directed by one person with the result that the books are uniform in style and appearance despite difference in size of school.

PERHAPS the most valuable factor in cementing the schools into a tolerant and friendly unit is the inter-school student council banquet held once each semester from 5:30 to 7:30 p.m. Schools take turns in being host, and expenses for a simple meal are met from student body funds. Including administrative officers 150 persons attended this affair recently held at Franklin D. Roosevelt Junior High School.

The host school provides entertainment and arranges a program that will give equal representation to the guest schools. The district superintendent, Dr. Scott Thompson, always contributes to the impressiveness of the occasion by being present. A few words are usually directed to the students emphasizing the duties and responsibilities of leadership, but the program is placed in the hands of the students themselves and administered by them.

At the recent affair just mentioned, a radio quiz theme was used in which teams composed of the five student body presidents, the five vice-presidents, the five secretaries, etc., responded to questions over the public address system in the various rounds of the contest. While some questions and demands made upon the contestants were purely for purpose of entertainment, many had to do with items about the district and the various schools. Before each round a "commercial," read by a student of the home school, extolled in radio fashion the characteristics or special achievements of one of the schools.

Correct Social Usage

Those who are to represent their schools at the semester banquet are given specific instructions in advance as to necessary conduct and etiquette with the result that these events furnish a practical laboratory for employment of correct social usage and are therefore models of propriety and good behavior.

Students go back to their schools and to the home-rooms they represent with glowing accounts of the semester meeting to make more meaningful the offices which they hold.

The five schools also cooperate in a number of other activities which make for unity and good-will. Each year in the spring a combined orchestra concert is given in the junior college auditorium in

which all schools participate equally, music instructors sharing honors in conducting the 200 young musicians. Girls of the five institutions combine each semester for play day events, all schools are represented in a 100-piece district girls drum and bugle corps, exchange assemblies are arranged from time to time between schools—to mention some other major unifying activities.

Climaxing the year and giving public expression to the spirit of unity that has been built up in the schools, combined graduation exercises are held on the athletic field at the junior college in which colorful pageantry is employed. Here again the schools share equally in the spot light. Graduates dress in white; colored ties for boys and scarfs for girls are used to designate school. Last spring 900 tenth grade graduates were combined in an impressive ceremony on June 14, when a Flag Day pageant afforded the theme.

SO effective has been the unification program in the junior high schools that when the graduates of the five institutions enter lower division at the junior college individual school or community identification is soon forgotten and students merge themselves quickly into one harmonious unit.

* * *

Edith Schofield, Division of Information and Education, California Region, U. S. Forest Service, has prepared a 2-page, mimeographed outline concerning 15 specific Conservation Projects for women's organizations, with many practical suggestions that can be of help to schools. Teachers interested in this excellent bulletin may obtain it gratis by addressing California Conservation Council, 209 East Canon Perdido Street, Santa Barbara, or U. S. Forest Service, 760 Market Street, San Francisco.

* * *

For Freedom

STAND FAST FOR FREEDOM, by Lowell Thomas and Berton Braley, a handsome book published by John C. Winston Company of Philadelphia and Los Angeles, is a stirring account of the long, long fight for liberty. The publishers declare that "every man, woman and child in America should read this book now." Price \$2.

Profusely illustrated with outstanding newspaper cartoons, it emphasizes the contrast between the horrible tyrannies of modern dictatorship and our precious American freedom and peace. The last chapter comprises a vivid picture of your home as it would be in a totalitarian state.

JEWELS AND POLISH

A CALIFORNIA HIGH SCHOOL STUDENT PROCLAIMS EDUCATION

Richard D. Bieser, Senior Student, Polytechnic High School, Riverside

EDUCATION is the polish which is applied to the jewels of our natural inheritance. It takes education to polish the jewels of patriotism, to make it gleam with new meaning. Education is necessary to polish reason and understanding. Without this precious polish we could not fully enjoy literature, art, or music. Without education we could not understand and appreciate world events.

Education also keeps the jewel of international friendship brilliant and beautiful. If we were not acquainted with other peoples, their ways of life, ideals, and customs through books and the written word, we would not feel as close to and as friendly with other countries as we feel today.

Had not Cordell Hull been able to address a delighted South American

audience in Spanish, they probably would not have shouted that he was "muy simpatico," and they perhaps would not be as friendly as they are today. This is an instance where one man's education and accomplishment served a nation.

Through the medium of education a great many worthwhile things are achieved. A democracy could not function without it. Our modern society, realizing the value of education, discriminates between those of us who had the advantage of an education and those who have not.

Education cannot be measured on any monetary scale, neither can it be bought. It must be earned by patient and devoted study with a will and a sincere desire for knowledge and for the better, more abundant way of life.

JOHNSON - BESSEY - RYAN

English Patterns

Final volume in the progressive new *Daily-Life English: Senior Series* program. A book that aims at developing the student's special creative skills in speaking and writing . . . at his further training in logical, organized thinking . . . at helping him better to understand, evaluate, and appreciate what he reads and hears.

A practically self-teaching book with unusually readable text supported by literary models chosen for their freshness, aptness, and vitality and by many individual and group activities. *Write for further information.*

Previous volumes in the series

- I. *English Expression*
- II. *The English Workshop*
- III. *Working with Words and Ideas*

GINN AND COMPANY

45 SECOND ST., SAN FRANCISCO

NATIONAL DEFENSE

SOCIAL STUDIES AND NATIONAL DEFENSE ON THE ELEMENTARY SCHOOL LEVEL

Mrs. Alma Gault, Teacher, Inglewood, Los Angeles County

AFTER the health program for the child the social studies do more to train for well-rounded citizenship and eventually national defense than does any other part of the curriculum.

Informed parents know that the social studies are a correlating or fusing of the subject-matter in the school program. Social studies may have any subject (such as history, geography, English, music or art) as a basic core subject for a center-of-interest.

Social studies are given first place in the curriculum in our State Course-of-Study.

"The social studies in particular occupy a unique position in the school program since their purpose is fundamentally the central purpose as well as the justification of the whole school." And again, "Development of the highest type of citizenship is the basic goal of the school. Since this goal is peculiarly the aim of social studies instruction it is clear that the social studies constitute the very heart of the curriculum."¹ and ²

A criticism of democracy is that its processes are too slow. Gradually and finally, as individuals, we have come to realize the need for a few definite common goals and a practical unified plan to accomplish them, in order to combat opposing forces from within and without.

Education is a slow process, too, which doesn't start at age six and take place 5 hours a day for 5 days a week, but is continuous, may it be good or bad, at school or elsewhere. Conscientious teachers and parents often become discouraged because they cannot always see the results of their efforts immediately.

The saying that "a chain is just as strong as its weakest link" applies also to a nation. It is as strong as its citizenry, spiritually, socially, as well as materially. Social studies definitely have to do with building strong citi-

zens socially and very closely related to it, spiritually as well. Correct social ideals and standards must have a spiritual quality. There must be tolerance for other people near and far. There must be daily attempts to practice the Golden Rule.

Social studies are as broad as the world and as narrow as the individual. It not only trains for citizenship at home but world citizenship as well. Quoting from our State Course again:

"In broadest terms, the objective of teaching social studies is to help children understand the world they live in; first, that they may adjust themselves to it successfully and happily and secondly, that they may contribute to its welfare and participate intelligently in its improvement."³

If nations would apply those objectives to their policies, there would be no wars. Anyone who loves democracy and hates war would be enthusiastic about the social studies program.

Development of Good-Will

A further test of social studies is the degree of development in attitudes and understandings between individuals and groups. There are two old sayings that go something like this: "To know a person one must live with him a fortnight," and "One cannot be unfriendly with a person one really knows." In order to accomplish this there must be an intensive study of a subject from all sides, a living with it, acquiring a definite knowledge of a few things rather than a smattering of information about the myriad of subjects on the list.

The facts in themselves are of no value unless the learner can use the facts in interpreting other experiences and in solving his own problems. The old adage, "Knowledge is power," is not adequate. It must be applied knowledge. Any facts acquired of distant lands and of long ago must be

tied up to the here and now, so children may understand their relationships in both space and time.

This social studies program begins in the kindergarten, and continues each year on successively more mature levels of understanding. With materials of history and geography organized to emphasize important relationships and with sufficient interpretation given by each teacher year after year, elementary understandings of democracy and freedom result.

It requires much repetition and much working out of the same aims with different settings. Quoting from our County Course of study,⁴ "We do not expect little children to understand profound political and economic conditions, but we do expect them to develop some elementary understandings of how men must make regulations with which to safeguard themselves, and that the good we do or the evil we do, has an effect on more people than ourselves."

The Democratic Way

It is necessary to fearlessly state the truth in any study, to search out many sources, to question from all points-of-view and to find causes for problems and possible solutions. Every lesson contains a problem for discussion. It is necessary to challenge the thinking of the pupil on that problem, not in the dictator-teacher method but in the democratic way with respect for each one's opinion. The lesson may involve a great deal of self-discipline which is a very necessary attribute of citizenship in a democracy.

The home, classroom and community are always the laboratory for the student of citizenship. It makes no difference what age-level. There are no pencil-and-paper tests for citizenship and patriotism as there are for spelling, arithmetic, etc. Neither could there be an isolated time set aside to teach them, because there may be an opportune moment in the current event class or even in the music class.

When children listen to the beautiful music of Mendelssohn and know that it is banned from his native land because he was a Jew they must appreciate the tolerance of a democracy. Living together in the classroom furnishes many daily opportunities to demonstrate and practice good citizenship. There should be an atmosphere of a happy family working together.

Relationships between individuals, beginning with common courtesies, are very tangible practices which also reflect earlier training both in school and home. Pride in and responsibility for the welfare of the individual, the class and the school should be quite well developed by the 5th or 6th year. Rituals such as Flag Salute, American's Creed, Preamble to the Constitution, Golden Rule, and our National anthems,

1. State Course-of-Study, page 66.

2. State Course-of-Study, page 66.

3. State Course-of-Study, page 66.

4. County Course-of-Study, page 194.

all properly interpreted, should have great value and have a definite part.

The school aims to develop a perfectly self-disciplined virtuous citizen but with so many human factors involved, falls far short of its goal. Quoting from the county course-of-study again, in closing, "We have ideals which will help each individual to guide his own actions in such a way that he will be helpful to society, that he will accept responsibilities and endeavor to contribute something, however small, which will make the world a better place in which to live."

And this is the aim and program of the elementary school for National Defense.

* * *

Textbooks and Defense

DEMOCRACY Education and the Textbook is an 8-page mimeographed paper by Mrs. Florence Hawley Smith, director of research for Scott, Foresman and Company, Educational Publishers, 623 South Wabash Avenue, Chicago.

Although much has been written about education for democracy, very little has been said about the highly important place of the textbook in this program. Mrs. Smith has made an excellent, scholarly and practical analysis of the problem, with many helpful suggestions and with standards for the selecting of textbooks suitable for democracy education.

Limitations of space at this season prevent publication of Mrs. Smith's praiseworthy paper, but we are indeed pleased to bring it to the favorable attention of California school-people generally. A limited number of copies of the paper are available on request from the publishers.

* * *

Artyping

GREGG Publishing Company, 270 Madison Avenue, New York City, has issued Artyping by Julius Nelson, instructor in secretarial science in a Pennsylvania high school, and recently featured in a Paramount movie short as "an expert who paints pictures in color with a typewriter."

The American Hobby Guild has recently added artyping to its list of officially-recognized hobbies. The author is sponsor of the annual artyping contest in which there were 2,000 entries in 1940.

This large format book of 96 pages comprises instructions, exercises and patterns; price \$1. Practically every design in the book can be reproduced readily by any method of duplication used by schools, clubs or business concerns.

I AM A TEACHER

A JOYOUS STATEMENT OF FAITH AND COURAGE

Paul S. Chance, Coordinator of Social Sciences, University of Southern California and Los Angeles City Schools

I HAVE the grandest profession in the world! When speaking about it to others I'll clothe myself in that splendid cloak; I'll pull it around me; draw myself up to my full height, and look anyone squarely in the eye and say, "I am a teacher."

I am not just a teacher; I am not only a teacher, only a high-school teacher, just an elementary, just a junior high school teacher, or just a college teacher. I am an active citizen aware of many of the problems of our people and enthusiastically participating in life's challenging appeals. I must expect criticism when I act, but my reaction to it will indicate physical, mental and spiritual maturity. I am a teacher.

I Build Character

I accept the challenge. Teaching and learning cannot be measured in terms of the tax dollar nor the product obtained. There is no statistical symbol to express a character index — which means there are no fractions

and no negative numbers. I can teach the whole child. I am a teacher.

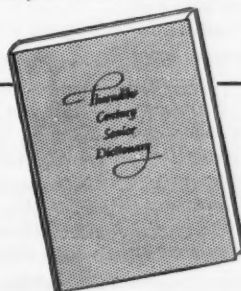
I am an active member of my teacher organizations. I belong to the local, state, and national hook-up of professional effort to transmit to posterity the American way of life. This is not selfish, because leaders with vision are acting in the interests of the boys and girls and the men and women of America.

I believe in the ideals of the profession as exemplified by our members and I will not let them be obscured by petty critics. I am convinced that a unified group has greater force than any individual action can attain; a greater opportunity to interpret to the public our mutual aims and I am confident that a new spread of understanding will make fruitful these mutual endeavors.

I will not leave this joyous work entirely to my organizations, because both in and out of the classroom I will continue to be an educator. I am a teacher.

Now "A Senior THORNDIKE"

The dictionary that makes word meanings plain



The THORNDIKE-CENTURY SENIOR DICTIONARY will come from the press late in February and will be on display, for the first time, at the A. A. S. A. exhibit in Atlantic City.

Edited, like the famous THORNDIKE-CENTURY JUNIOR DICTIONARY, by E. L. Thorndike

SCOTT, FORESMAN AND COMPANY
CHICAGO ATLANTA DALLAS NEW YORK

CAMPAIGN FOR MEMBERSHIP

CTA MEMBERSHIP CAMPAIGN AT REEDLEY

AT Reedley Joint Union High School and Junior College, Fresno County, G. A. Reimer was CTA representative in charge of CTA memberships.

His systematic program included placing in each teacher's mail-box consecutive mimeographed bulletins every morning for over a week. Mr. Reimer's series contains so much material of interest to school-people throughout California that, with his permission, it is here presented, as follows:

Message 1

There are many organizations urging you to join them, some of them most worthy too. There is one you cannot afford to miss. California Teachers Association is concerned specifically with the welfare of teachers as a whole.

It is responsible for the laws which make your job more secure, guarantee you a reasonable minimum salary, keep out the competition of poorly-prepared candidates for your job, and many others. It keeps an experienced man on the job in Sacramento constantly looking after your interests. The new group-insurance privileges you have are the work of this organization.

Nearly all other classes are contributing huge sums to their organizations. Initial fees are in many cases \$100-150 with additional dues of \$3-10 a month. The entire cost for one year's membership in the CTA is only \$3. This is a very little over one-tenth of one per cent of your annual salary. You cannot spend that to better long-range advantage.

Your local representative, G. A. Reimer, has the receipt books now. Put your check for \$3 in his mail-box and get your receipt. Sierra Educational News will come to you for one year without additional cost.

Message 2

In the Sierra Educational News is a helpful calendar of coming teachers meetings, conventions, etc. Reports on many of these meetings are published.

This is a small part of the service rendered by CTA. You should be a member of this state-wide organization. The fee for one year is \$3. Leave your check in G. A. Reimer's mail-box and you will get your receipt the next day.

Message 3

IF you don't like your job in this school or want to move to some other place for any other reason, you should join the CTA now. It furnishes placement service for a much smaller fee than do the commercial agencies.

Three dollars pays a year's membership fee. This gives you a chance to use all their varied services including the help to get a better job.

Message 4

"In Union there is strength." You know that old saying well, but do you believe in it enough to join with other teachers to the benefit, not only of the profession, but the entire community, state, and nation?

The CTA

1. Aids in securing just laws for the schools.
2. Helps provide for the common defense in defeating unwise legislation.
3. Assists in passing laws that will protect the best interests of the schools and the teachers.

Teachers should feel the importance of numerical strength. Numbers, as well as dollars, talk. CTA will be doubly strong if you pay your membership fee of only \$3 and become a member for this year.

Leave your check in G. A. Reimer's mail-box now.

Message 5

Last year only 52% of the Reedley H. S. and J. C. teachers joined the State Teachers Association. Many other schools showed 100% membership. In a number of these, membership in the CTA is urged by the administration as one of the professional duties. That, however, should not make the Reedley teachers less willing and desirous of carrying their share of the load imposed by the very fact that they are in the profession. Each member lightens the load or makes it possible to take on a bigger one and accomplish more for the welfare of all teachers and students in the state.

Three dollars is the bargain price for this membership. If you have not left your check in G. A. Reimer's mail-box, do so at once please.

Message 6

(Contributed by another teacher.)

DO you know that you have free legal aid if you are a member of CTA. Mr. Alfred E. Lentz is CTA legal advisor. He will answer your legal school questions. This service may save you many times the low membership fee of \$3.

Please make your check payable to California Teachers Association.

Message 7

So you don't like the CTA?

If you weren't a member last year and are not a member now, you have no right to say anything. This is a democratic organization with all leaders and all representatives anxious to do the bidding of the majority and willing to listen to any member who will speak or write. If that doesn't bring the desired results, any member can easily get a place on some of the councils where his voice will be stronger.

So — don't sit back and growl; join up so you can kick and do some good.

Your check in G. A. Reimer's mail-box gives you full kicking privileges.

Message 8

The CTA never did anything for you?

It has done many things that you may not recognize as the work of this organization.

You would not have permanent status now except for the work of the CTA. Would you be at ease when June comes if you didn't know that your job was safe? The CTA has kept the tenure law on the books. If you don't like it as it is, get in and help change it. Many members are working for a change, but can get nowhere as long as so many of those who object to parts of this law refuse to help.

Would a price of \$2.98 be any inducement to you?

Message 9

LAST year only about half of the teachers in this school took out CTA memberships. This year you have done somewhat better: 72% of the teaching force has joined to carry the load for the entire body of teachers.

This, as you well know, is the 9th message. It is also the final one. Nearly every message so far brought some additional members. Will this bring the remaining ones into the fold?

The receipt books will be sent in this week in time for the Institute meeting. You still have time to get in at the same old rate of \$3. How about it?

Alameda County Citizens

CITIZENS Committee of Alameda County is a civic, non-party, non-factional, non-profit association, incorporated in 1940 to mobilize in the public interest the strength of the following groups on economic issues: business, professional, educational, civic, service, fraternal, patriotic, veteran.

Weller Noble of Berkeley is president; Albert S. Colton, principal, Alexander Hamilton Junior High School, Oakland, and prominent in CTA work, is vice-president.

On the large general advisory committee are several school-people, including David P. Barrows, Anna Fraser, Morris Hurley and William G. Paden.

Major Welborn G. McMurray, widely-known in civic and patriotic work, is acting secretary of the committee with offices at 360 17th Street, Oakland.

* * *

Children vs. Adults

Clara Ellen Spelman, Teacher, Grade 3, Newport Beach Grammar School, Orange County

ARE children very different,

When they buzz at school each day,
From adults during intermission
Of a concert, let us say?
When one comes to think it over
They run rather true to form
For you can't change human nature,
Nor are angels often born.

When we look into the case
Of children versus adults,
We're amazed, or even shocked
By the revealing results.
And are apt to then conclude
With a self-conscious little grin,
That, though children need education,
We adults might "re-begin!"

* * *

English Usage

A PRAISEWORTHY handbook for practice and reference entitled *Guide to English Usage*, by Edna L. Sterling, Lincoln High School, Seattle, and Don W. Emery, University of Washington, is planned for use either as a reference work or as the principal text in high school English courses which have been pared to the essentials.

The publishers, Henry Holt and Company, 526 Mission Street, San Francisco, also issue a large *Activity Notebook* for use with the guide and a *Book of Tests* to accompany the notebook. Price of the guide is \$1.20.

JOIN UP FOR LIFE IN NEA

Leonard L. Bowman, Santa Barbara Senior High School; NEA State Director for California

WHILE we are joining professional organizations why not really join up by becoming a Life Member of NEA? Life Membership in the National Education Association of the United States is a symbol of high professional spirit.

Advantages of being a Life Member of the National Education Association are:

1. Gold Recognition Emblem — either a pin or lapel button.
2. Life Membership Certificate, granting full active membership privileges for life — beautiful, appropriate and suitable for framing to hang on the wall of the home or office.
3. Special Life Membership Card — one of the greatly-prized identification-credentials available to members of the profession.
4. National Education Association Journal — each month during every school year as long as you live.
5. National Education Association Research Bulletins, issued each year in September, November, January, March and May.
6. Annual Volume of Addresses and Proceedings.
7. The distinguished honor of separate registration facilities and a special badge, at NEA conventions, symbolizing high professional spirit.

AND — Life Membership indicates permanent interest and loyalty to the profession.

8. The Satisfaction of making a permanent contribution to the cause of education — each Life Membership fee goes directly into the Permanent Fund and there serves the cause of education perpetually.

Life Membership fees have made possible and are paying for the National Headquarters Building in Washington, visible proof to all of the aggressive interest of National Education Association members in the public service.

Now Your Pupils Can Laugh and Learn Grammar

through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

Ask for LAUGH AND LEARN GRAMMAR by Irwin H. Braun.

HARR WAGNER PUBLISHING CO.

609 MISSION STREET

SAN FRANCISCO, CALIFORNIA



Arthur Gould of Los Angeles

Gould Honored

By His Alma Mater, Pomona College

DR. ARTHUR GOULD, deputy superintendent, Los Angeles City Schools, widely-known in California educational circles and nationally, was awarded honorary Doctorate of Laws recently by his alma mater, Pomona College, at the celebration of the 53rd anniversary of its founding.

Dr. Gould holds an MA degree from Yale, Ed.D. from U.S.C., and is author of educational texts. He was principal of San Diego High School for some years prior to his appointment to the Los Angeles schools in 1918.

We are indebted to Pomona College Bulletin (Bob Moore, editor) for this material and portrait plate.

Youth and Education

WHAT People Think About Youth and Education is the title of a particularly significant and stimulating NEA Research Bulletin (Volume 18, Number 5, November 1940).

Because of the factual nature of this bulletin and the fact that the study was carried on by American Institute of Public Opinion under direction of George Gallup, much interest has been expressed in it.

Copies may be obtained, 25 cents each, by addressing Research Division, National Education Association, 1201 16th Street, N.W., Washington, D. C.

* * *

New Heath Texts

THE modern languages comprise an important sector in the many textbook publications of D. C. Heath and Company, 285 Columbus Avenue, Boston. Recent titles in this field are:

Parker: French Practice Book, \$1.32; Bond: Contes (Book 8 of Graded French Readers), 32 cents; Bond: Labiche's La Grammaire (Book 9 of Grade French Readers), 32 cents; Duhamel: Les Jumeaux de Vallangoujard (Storer), \$1.20; Leblanc: Des Pas sur la neige (Dale and Dale), 48 cents; Kany and Dondo: Elementary French Conversation, 32 cents; Renard: La Vipere de Luversey (Krauss), \$1; Haden and Trotter: Science française, 48 cents; Harvitt: Representative Plays from the French Theatre of Today, \$2.50; Eddy and others: Basic French, Volume 2, \$1.92; Weisinger: Guide to Studies in Spanish-American Literature, 60 cents; Castillo and Sparkman:

En Guatemala (Book 8 of Graded Spanish Readers), 32 cents; Perez Galdos: Dona Perfecta (Byess and Stiefel), \$1.20; Romera-Navarro: Lucas de Espana, \$1.32; Hagboldt: The Teaching of German, \$2.40.

California teachers of French, German, Spanish will find much helpful material in this array. Of special note is the book by Weisinger, 125 pages, paper covered, a survey of Spanish-American literature.

* * *

Commission on Teacher Education, a project of American Council on Education, established in 1938 to serve for five years, is a nationwide cooperative enterprise in experimentation, demonstration and evaluation in the areas of teacher preparation and growth in service. California member of the Commission is Dr. Frank W. Thomas, president, Fresno State College.

It issues a monthly newsletter sent free on request; address the Commission at 744 Jackson Place, N.W., Washington, D. C.

* * *

High School Literature

TWO new high school literature work-books are published by McCormick-Mathers Publishing Company, Wichita, Kansas:

1. A Study-guide in English Literature, by Leland J. R. Williams and W. C. French, is a carefully-organized plan for studying representative English literature, including chronological tables, suggested readings, work assignments, research problems, refer-



R. WORTH SHUMAKER

Assistant National Americanism Director, The American Legion

R. Worth Shumaker, long prominent in the educational field in West Virginia, has been appointed assistant national Americanism director of The American Legion, and will specialize in the field of the Legion's activities in promoting sound Americanism in the schools. An outstanding athlete in his college years, Shumaker will work closely with Frank G. McCormack, director of athletics at the University of Minnesota, and Sam Cobb, assistant director of athletics at Ohio State University, in promoting a new Legion program designed to increase national defense preparedness through physical education, health education, and recreation.

ences, tests of various types, and numerous devices.

2. A Study-guide in American Literature, by Pauline Warner and W. C. French, likewise presents a well-organized study of representative American literature against the historical background of the various periods. Research questions, reports, parallel, reading, creative writing, and numerous exercises are designed to increase the student's understanding, appreciation, and enjoyment of American literature.

Both courses follow the laboratory method of stimulating the student to explore for himself the field of literature and to analyze carefully his findings. Both books direct the student not to one authority but to many outstanding anthologies, histories, and literature reference books.

Minimum requirements in either course provide for the slower pupils and those who do not expect to attend college, while the additional honors assignments prepare students for freshmen college English.



Here is a new desk by Gaylord for school libraries.

New Library Desk

A NEW Straight Charging Desk designed for use in departmental, school and public libraries where a large sectional charging desk is not required, is announced by Gaylord Bros.

This new desk features many advantages of the larger desk, but is designed especially for limited work. It has a standard-type center drawer with pen-tray and lock; right- and left-hand pedestal with sliding shelves; drawer with two trays for book-cards, another with trays for application-cards and a letter-size vertical file drawer. A sliding book-bin also is included.

The three drawers in the pedestals and the book-bin are equipped with ball-bearing, steel suspension-slides, assuring smooth, easy-gliding operation.

Gaylord's Straight Charging Desk is available in quarter-sawed oak with light or dark finish, and in maple with standard finishes. The 5-ply top has mitered corners; the edges are attractively oval moulded. Center legs are recessed to permit ample sitting space.

* * *

Child and Theatre

PALO ALTO Children's Theatre and Stanford University Department of Speech and Drama will hold a national conference on Children and the Theatre, April 9-10, in conjunction with Stanford University's 50th year celebration. Many school superintendents are giving institute credit for attendance. Hazel Glaister Robertson is director of the Children's Theatre.

The Shield, an illustrated quarterly magazine, now in its 22nd volume, is published by Anti-Cigarette League of California, with headquarters at 5007 Range View Avenue, Los Angeles. Superintendent of the League is Dr. James A. Walton. A. R. Clifton, Los Angeles County Superintendent of Schools, is a member of the advisory board. The League holds an annual conference. Dr. Walton speaks extensively before school assemblies and other groups.

* * *

At Santa Ana

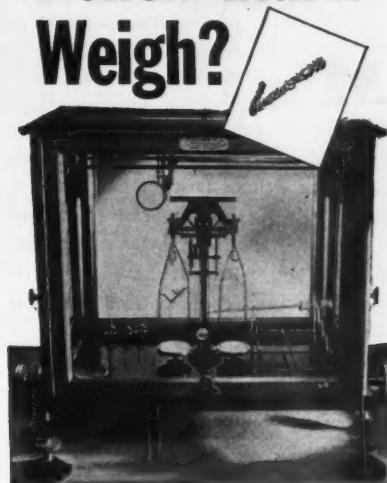
WINTON C. SMITH, director of attendance and social welfare, Santa Ana City Schools, of which Frank A. Henderson is superintendent, sends the following interesting statement:

Occasional days of 100% attendance on the part of its 250 students are not unusual at Fremont Elementary School in Santa Ana. However, Principal Edith M. Gilbert feels that an attendance record set the second school month of this year is worthy of more than passing interest. Fremont is a 100% Mexican school.

Mrs. Mirrie Bouchey's 4th grade reported perfect attendance for the entire first week of the period. At the end of the second and third weeks their record was still 100%, and at the end of the fourth week, records showed that every member of the class of 26 had been present every day.

The sequel to this achievement is even more unusual. Mrs. Gilbert states that as a reward she offered the class the privilege of going home early on Friday afternoon; the group unanimously rejected the offer, stating that they would rather stay in school.

How much does a Pencil Mark Weigh?



IMAGINE a scale so finely balanced that it can weigh a delicate pencil mark. This amazing Analytical Balance performs this miracle with ease, precision, and accuracy. The tiny pencil mark reproduced above, for example, tips the scales at exactly 1/100 of a milligram—which is approximately one three-millionths of an ounce.

This precision instrument is one of the scientific working tools used in the Research Laboratories of Lehn & Fink, makers of Pebecco Tooth Paste and Tooth Powder. It is so sensitive that it must be kept in a special temperature-controlled room. Even the heat of your body may disturb its delicate balance.

Perhaps you aren't interested in Analytical Balances. But when you buy a dentifrice you will be interested in knowing that Lehn & Fink maintain a modern laboratory equipped with modern apparatus.

When you choose Pebecco you can be sure that you are buying a dentifrice made under rigid standards of quality-control, which are enforced in this modern laboratory.

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When in New Jersey, don't fail to visit the Lehn & Fink plant in Bloomfield. Send for a sample tin of Pebecco Tooth Powder—free. Address: Lehn & Fink Products Corp., Dept. S.E.N.-241, Bloomfield, New Jersey.

PEBECO

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Made by Lehn & Fink Products Corp.
Makers of "Lysol" disinfectant
and Hinds Honey & Almond Cream

VISUALIZING SCIENCE

VISUAL EDUCATION IN SCIENCE COURSES

Roy Mitchell, Ph.G., B.S., M.S., Head of Science Department, University Heights Junior High School, Riverside

MORE and more institutions of learning are adopting visual education as a valuable supplementary technic. Riverside School District has found it helpful and is doing its share in using it as part of its progressive education. Let me tell you just how we have planned close coordination between films and text material.

During the spring months of 1938 the heads of the science departments of the three junior high schools held meetings two times a week, outlining a new textbook series of three books, to be used as follows: Book 1, for the three low groups according to the students ability to learn; Book 2, for the three high groups; and Book 3, for the 9th grade elective.

Arrangement by Topics

In outlining these books we arranged the materials according to definite topics and specified as to how many weeks should be spent on each, as for instance, astronomy should be covered in two weeks.

This material was so arranged that regardless as to which group the students were placed they would all be studying the same material and at the same time. Another advantage would be that in case of a transfer from one junior high school to another the student would still be studying the same material there.

After this outline was completed we studied the various film catalogs and selected the films most suitable for the different topics to be studied. We then ordered these films so that they would arrive at a date on which certain topics had been studied and discussed in class. Again I'll use astronomy as an example: after having studied astronomy for two weeks the films on astronomy would be shown.

During the school year 1939-40 this outline was followed as planned and it worked out most satisfactorily. In the spring of 1940 we met again to dis-

cuss possible changes in films, outline, etc. There were only a few changes in the selection of films.

Visual education is becoming increasingly valuable as supplementary material and especially for the slow groups who have difficulty in reading and comprehending. To see something that they can understand will be remembered much longer than mere facts in the books.

Bulletins on many of these films have been filed in our school library so that I can read about a film before it is presented. Before presenting the film I spend a few minutes explaining the correlation between the film and the material the class has just finished studying and mention a few facts about the picture and what they should look for.

After the film presentation, if there is time left in the period, a brief discussion is held. If not the discussion will be held the next day. The following day a test is given upon the film and text material.

Such a classroom presentation is helpful and educational, breaks the monotony of studying texts and is also entertaining.

The Microphone Helps

For equipment we use the Bell and Howell 16-mm sound utility model projector, which is in itself a public address system. Recently we added a microphone which can be attached to the projector when silent films are shown so that the teacher using the machine may talk about the pictures as they are being shown. Many of the titles in the silent films are rather brief but now the teacher can elaborate and explain in detail during the showing.

The projector may be stopped at any time to show a still picture. There are, of course, many parts of each film more important than others. By showing these as stills the teacher may

explain in detail or even have a brief discussion on each still, if so desired.

Since we have adopted visual education as part of our class work, I have noticed that the students are more interested in science; and students make better grades.

* * *

Selected Items for the Testing of Study Skills, by Morse and McCune, University of Minnesota, is a 72-page bulletin (no. 15) issued by National Council for the Social Studies; price 50 cents. This Council is the NEA Department of Social Studies, a professional organization for teachers of social studies. It holds a series of meetings each year, and publishes materials.

Its official journal is *Social Education*. Membership dues \$3 a year; application for membership or for purchase of publications should be made to the executive secretary, Wilbur F. Murra, 1201 Sixteenth Street N.W., Washington, D. C.

* * *

Rights of Children

Hazel G. Stagg Bremm, Teacher,
87th Street School, Los Angeles

IT should be the right
Of all children:
To be born properly;
To receive plenty of love,
But be respected
As to individuality;
To be trained properly,
In body, mind, and soul,
But be protected
From all evil influences;
To be given a fair chance
Of being healthy;
To be allowed to choose
A life's work
And be given a chance
To pursue it;
To live a democratic life;
To be able to pay his own debts,
But not be burdened
By debts made by others;
And to be carefree and happy.

* * *

To accompany the widely-used general science text, *Everyday Problems in Science*, the authors, Beauchamp, Mayfield and West, have prepared a commendable study-book, now in its third edition. This new type workbook comprises many exercises, problems and illustrations and also a new teaching technic,—the use of three types of exercises to meet different levels of learning needs or situations. Scott, Foresman and Company, Publishers, 364 pages, price 84 cents.

John H. Francis Polytechnic High School, Los Angeles, annually, through its English department, issues *The Poly High*. Edited by the school annual class, this praiseworthy book has cover design and linoleum cuts by the illustration class and is printed in the school pressroom. 1940 edition comprises 96 pages of worthy material beautifully printed. Margaret McDonald is adviser of the school annual and creative writing class; J. G. Goodsell is principal of the school.

* * *

Bird-Love, a bi-monthly magazine devoted to the study and protection of birds and mammals, now in its 42nd volume, is published by National Audubon Society, 1006 Fifth Avenue, New York City; subscription price \$1.50 a year.

John H. Baker is executive director of the society; Margaret Brooks is acting editor of the magazine; A. C. Harwell of Berkeley is California representative and is organizing local Audubon societies and junior Audubon clubs.

* * *

EPIGRAMS

AT Santa Rosa, Mrs. Marian Gregg is principal of the Luther Burbank Elementary School. Her school-children have issued a bright-covered book of poems composed by the children themselves; seven mimeographed pages and several score of charming verses.

Mrs. Gregg collects children's epigrams. Here are a few:

I heard a sound as small as a cat's purr.
A fairy child is like a small piece of cotton, floating in the air.

Cherry blossoms are like strings of popcorn.

The hills are all around us like the rim of a great saucer.

A little bird's wings are scraps of silk.

A hawthorne tree is a sky rocket, bursting into thousands of pink sparks.

The rain is like great hands of silver, beating on the street.

The hills look like loaves of brown French bread.

A swallow is a streak of joy flying through the air.

The rays of the morning sun reach into my bed and pull me out.

Frost is just a bit of cold that sprouts up every morning, and blooms like a flower.

The rain in the night sounds like pins dropping on the floor in a quiet room.

Gray moss is like knitting, thin and fine.

Fog is Winter's big overcoat.

As I went over the wet, green hill, my footsteps staid there, dark and still.

What happened to Colds at the Main Street School



... and this was just one part of a series of tests of Vicks Plan, using 2,650 subjects, in which

SCHOOL ABSENCES DUE TO COLDS WERE OUT THREE-FOURTHS!

The subjects under test were divided into two groups—each equal, as nearly as possible, as to number, age, sex and living conditions. For five winter months, one group followed their usual customs regarding colds—while the other group followed Vicks Plan.

The group following Vicks Plan showed a record of 54.95% less sickness, and 77.99% fewer school absences due to colds.

Results in these tests varied for different groups. Some were almost unbelievably good; a few were actually unfavorable. In your group, too, results from following Vicks Plan may vary. But—doesn't the high average of its success, as indicated in these results, suggest to you the desirability of

arranging to give it a thorough trial among your pupils or classes?

Give Vicks Plan a Trial. Right now—while you're interested—fill out and mail the coupon below. It will bring you, FREE, an interesting, informative booklet on The Common Cold—a helpful classroom manual for teachers, and a practical home guide for mothers. It includes the story of these Clinical Tests, and complete directions for following Vicks Plan. As long as the supply lasts, you may have as many as you need, and request, to enlist the active cooperation of your students and their mothers in a campaign against the distress and hazards of colds.

The Two Specialized Medications
Used in These Tests Were:

**VICKS
VA-TRO-NOL**

to help prevent development of many colds

**VICKS
VAPORUB**

to relieve symptoms of developed colds

MAIL IT TODAY!

Vick Chemical Co., Dept. 1830 D
122 E. 42nd St., New York, N. Y.

Gentlemen: I want a copy of your booklet of information on The Common Cold, including the story of the School Clinical Tests and directions for following Vicks Plan. I understand that, as long as the supply lasts, I may have additional copies on request for use in getting the cooperation of mothers of my group.

Name _____
School _____ Grade _____
City _____ State _____

AMERICANA FOR CHILDREN

Simon L. Treff, District Superintendent, Manteca Grammar Schools, San Joaquin County

IF all character-building aids the most valuable are American biography and literature. Our American history is so romantic and colorful that any normal child cannot help being impressed if his reading is directed to that end.

Too many writers, under pretext of objectivity, attempt to make ordinary men out of our national heroes. But thanks to some alert publishers, adult reading-material is changing at the present time back to that healthy state of great respect for great statesmen. Lincoln assumes magnificent proportions again, Grant is a true military genius and a magnanimous conqueror, and Washington the greatest character in American if not in world history.

Not only history, but American literature also is a necessary element in our fight for pure unadulterated pa-

triotism in our school children. Why shouldn't they memorize The Village Blacksmith in every third grade? What better character traits do we want to exemplify?

Most of our teachers are lovers of Longfellow, Whittier, Lowell, Holmes, Whitman, and Harriet Beecher Stowe,, because of their early associations. These writers were statesmen at heart, politics often being influenced by their works. Are we not denying our children something if we neglect the use of this material?

Magnify Greatness

Let us not be guilty of making great events and great people too common. Let us keep in mind when we are trying to be modern, that although creative writing is valuable, before attempting to write, children must be inspired by truly great works, else our next generation will have jingles instead of poetry, and wise-cracks instead of great maxims.

A study of the writings, speeches, and biographies of patriots, statesmen, and writers of historic America creates a wholesome background for our youth.

Under the influence of the principles advanced by these great men and women, our young people will be able to weigh and consider the different theories of government and economics propounded these days.

I dare say that indoctrination with the thoughts of great Americans is the most vital phase of our curriculum. For it will assure us a sound citizenry for the future, without which the democratic form of government cannot endure.

* * *

Spelling Match Rules for Competitive Oral Spelling, by W. O. Pratt, a paper-bound bulletin of 14 pages, is published by Cherokee Publishing Company, Norman, Oklahoma, and is of great use wherever competitive spelling-matches are held.

Teachers Digest, a new monthly magazine in Readers Digest style is "for teachers—by teachers—to promote a higher standard for American education"; Allan Carpenter is editor, with offices at 407 Grand Avenue, Des Moines, Iowa.

The digest is published 9 months during the school year, October-June, inclusive; \$2 a year, 25 cents a copy. Dr. E. Laurence Palmer, professor of rural education, Cornell University, is a member of the editorial advisory board.

* * *

Robert Louis Stevenson

Barbara Jean Simmons, 9th Grade,* Julia Lathrop Junior High School, Santa Ana, Orange County

POET, Robert Louis Stevenson Is a greatly admired writer, Though not of war, but of death itself, He was known as a gallant fighter.

He was born in a famous Scotland town, And spent his youth by the sea, Through remarkable background and determined mind, Came his great ability.

His father's good humor, and mother's fine spirit, All helped on his road to success, The castle he played in, and places he stayed in, Added much to his rapid progress.

A tall slender lad, with large, dark eyes, A lad of great spirit and mind, With good personality, and character rare, With qualities not easy to find.

Though an indifferent scholar, he kept to his goal, And determined to be a fine man, He read and reread his adventurous books, And traveled to many a land.

He went to the coast but through bad food and lodgings, Was confined for the most to his bed, Though his body was ill, his spirit remained, "For I will not die," he said.

To interesting countries he journeyed with his wife, And wrote "Treasure Island" for his boy, This book became famous all over the nations, And caused many children great joy.

Samoa became his permanent home, And the natives soon grew to love him,

*Barbara wrote this poem after a class assignment on Stevenson.

Special Contract

for Teachers

**PAYS FOR ANY ACCIDENT
EVERY SICKNESS
EXTRA BENEFITS FOR
HOSPITALIZATION**

There are no "hidden" exceptions. This contract provides full coverage for every known disease, with no eliminations or reductions in benefits because of certain types of disease.

**A Thousand Teachers
Can't Be Wrong, and
More Than a Thousand
Teachers Have the
Teachers Special Plan**

Ask the teacher who owns
one and write or tele-
phone any Branch Office
for complete information

Business Men's Assurance Co.

SAN FRANCISCO
SAN DIEGO
LONG BEACH

LOS ANGELES
OAKLAND
SANTA ANA

His hatred of cruelty, and feeling of justice,
Put no one in rank above him.

To this gallant of writers, as well as of men,
Life's hardships seemed never to cease,
But if life had seemed hard, his reward
came at death,
For he died not in struggle, but peace.

In silence knelt those who loved him most
dearly,
And the words from their prayers rose
high,
He was borne up the path to the top of
Mount Veae,
For it was there he had wished he should
die.

Firearms are prohibited upon this great
slope,
And the songs of the birds are now sung,
In tribute they sing o'er this beloved of
men,
Whose future great life has begun.

* * *

Madera County CTA Bulletin, a mimeographed leaflet published by the publicity committee there "To keep teachers informed regarding CTA news," now in its second volume, is issued from Chowchilla. Truman Bratton of the Howard School is the new president of the county CTA unit.

* * *

The Curriculum of Modern Education, by Franklin Bobbitt, professor of education, University of Chicago, admirably presents a philosophy of the emerging curriculum; comprises a substantial volume of 425 pages; and is one of the McGraw-Hill Series in Education; price \$2.75.

* * *

Delta Kappa Gamma

THE recently-organized Alpha Lambda Chapter of Delta Kappa Gamma Society at its December meeting had the pleasure of initiating Mrs. Clara Pilling Snyder, supervisor of home economics and teacher-training in the California State Department of Education. The initiation was held at a Sunday afternoon tea at the lovely Carmel home of Mrs. Lillian A. Downey.

Charter members of Alpha Lambda Chapter are Mrs. Elmarie Dyke, President, Miss Lois Cole, Mrs. Marjorie H. Doolittle, Mrs. Lillian A. Downey, Mrs. Louise G. Grigsby, Mrs. Frances Cottle Johnson, Mrs. Beatrice A. K. Jones, Mrs. Dorothy Klingman, Mrs. Anne Norwood Petersen, Mrs. Jane H. Pollard, Miss Gertrude E. Rendtorff, Miss Eva A. Riecks, Miss Clara Sohl, Mrs. Winonah Stalter, Mrs. Ann Bennett Uzzell, Miss Maurine Vander Griend, and Miss Eleanore Ziel. The chapter is for Monterey County, and the charter organization has been effected on the Monterey Peninsula.
— Beatrice A. K. Jones, Monterey.

The stinging rod wasn't their *only* punishment



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Universal
CLASSROOM SEATING

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in the early schools, is a hardship
on both students and teachers.

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in beauty, comfort and use values*

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Our new school furniture catalog gives complete information on these new American Universal desks and the equally advanced American Envoy line of classroom chairs, desk and tablet-arm chairs. Send for a copy today.

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AS I SEE IT

Kenneth E. Nevins, Teacher, 8th Grade, Paradise, Butte County

DEAR Mr. Editor, these
Days one hears a
Great deal about being
Glad that one is
An American. It's
Alright, too. These
Days we should realize
That we are in
The one part of
The world worth living
In. Which brings me
Around to teaching Americanism.
To those bright-eyed
Hopefuls who will inherit
This United States.

Not that I'm not
Guilty of many mistakes
Too. I remember when
A condescending sort of
Chap, who had a
Little more money than
We had but who
Didn't have any
Children, because he was
Too selfish to want
Them, tried to sympathize
With my folks because
They had a large
Family — my Dad just
Smiled and said, "Well
They keep one from
Getting narrow, and selfish
And hidebound anyway."

I still think Dad
Was right just like
I always believed whatever
He said when I
Was only big enough
To pat the end
Of Bossy's nose. A
Few kids do keep
One alert but it
Just seems that when

A fellow has forty
Eighth graders he is
Apt to slip into
A rut, and find
Himself just teaching
What is in the
Book.

You know what I
Mean, such things as
Important battles and generals,
Memorizing dates, etc. I'll
Bet Hitler and Mussolini
And Stalin grew up
On things like those.
Maybe their teachers
Did as one of
Mine did. She gave
Our class a beautiful
Talk on the wonderful
"Quality of Mercy" speech
From Shakespeare, and then
Made us stay two
Hours after school because
We didn't have it
Memorized on time.

Now don't get me
Wrong. I believe in
Factual knowledge, memorizing,
Etc. in school. But
I also believe that
We should lift our
Eyes from our books
Often and just talk.
Talk about such old-
Fashioned things as
Courtesy, Tolerance, Loyalty, Courage,
Ambition, Ideals, and Good Humor.
I'll bet Adolph, and
Benito and Joe never
Heard of such things
When they went to
School.

I even believe that
We might go so
Far as to teach
Reverence for God. Do
You know Mr. Editor
That I really know
School teachers who are
Ashamed to go to
Church lest their friends
Find it out. I'm
Reminded at such times
Of what Wendell Phillips
Said, that "One with
God is always a
Majority."

I was recently
At a friend's home
For Sunday dinner. While

Waiting for the Mr.
And Mrs. to get
The turkey and other
Good things on the
Table, I talked to
The young son. I
Said, "Well, how do
You like your teacher
John?" And here is
His answer.

"She sure is keen.
She's always smilin'.
She never hollers at
Us or jaws us,
Or nothin'. She just
Kinda smiles and talks
Easy and soft like
About what she wants
Us to do, and
We just do it.
I don't know how
To tell you the
Way she does it
Except that its just
Like our dog that
Loves Ma so. She
Tells him what to
Do and he goes
And does it just
Because Ma wants him
To and he wants
To do just what
She wants him to
Do. That's all there
Is to it. Boy
She sure is keen!"

The boy's description made
His mother a little
Red-faced but pleased,
And it caused me
To make a good
Resolution. After all, 1941
Is a New Year
Isn't it?

* * *

Brotherhood Week

BROTHERHOOD week, February 22-28, is observed nationally in schools throughout the United States and is sponsored by National Conference of Christians and Jews for justice, amity, understanding and co-operation among Protestants, Catholics and Jews.

1941 observance is dedicated to Charles Evans Hughes, Chief Justice of the United States Supreme Court, and one of the founders of the Conference.

Materials for school programs may be secured by writing to Herbert L. Seaman, Educational Director, 300 Fourth Avenue, New York City.

HE WHO HESITATES

Is the title of a very clever George Savage 3-act play, well adapted for High School use. Cast 5m. 7w. Moderate royalty. Price 50 cts.

AMATEUR'S MAKE-UP CHART BOOK

A novel, loose-leaf book for dressingroom or classroom use. Different from all others. Price \$1.00.

Send for free catalog of **PLAYS AND ENTERTAINMENTS** for all Occasions.

Eldridge Entertainment House, Inc.
Denver, Colo. and Franklin, Ohio

Health for Youth

A HEALTH improvement program which will benefit 20,000 of California's unemployed youth was announced recently by Robert Wayne Burns, National Youth Administrator for California. "The health of America's youth is fundamental to the suc-



Lorne W. Bell

cess of the entire national defense effort," Burns stated. "Without a large reservoir of youth, who are healthy in body and mind, we would be in grave danger in case of more serious national emergency," he added.

During the next six months, \$102,000 will be spent by NYA in a great effort to build up the health of California's youth. Lorne W. Bell, for the past 5 years executive secretary of the Los Angeles Downtown YMCA, is the state health supervisor for this program and is responsible for the immediate direction and development of this state-wide NYA health project. Dr. W. L. Halverson, public health officer of Pasadena, serves as state health consultant in an advisory capacity. Mr. Bell and Dr. Halverson work in close cooperation with the State Department of Public Health, State Medical Association, and individuals prominent in public health activities.

In California Cities

The program will be initiated in Los Angeles, San Francisco and Oakland, and in NYA resident projects located at San Luis Obispo, Sacramento, Susanville, Santa Barbara, and San Diego. Later, all out-of-school NYA workers will gradually be brought under the program. Because of insufficient funds, student NYA workers cannot be included under this program.

PUBLIC SCHOOLS WEEK — APRIL 28

California's Indigenous Annual Observance — Public Schools Week

PUBLIC Schools Week in California is the week beginning with the fourth Monday in April of each year. This year the fourth Monday is the 28th day of the month; and the first day of May occurring during that week, a May Day festival dedicated to school children might be very appropriately made one of the outstanding features of the 22nd annual observance of Public Schools Week. — Charles Albert Adams, General Chairman.

There's a Reason, a Time and Place for CHEWING GUM

A Wholesome Enjoyment for Everyone

THE wholesome fun of chewing gum comes naturally to everyone — just as naturally as eating or resting, for instance.

Young people enjoy the fun of chewing gum because it is a perfectly normal, healthy American custom — a custom that adds so much to everybody's daily life. But there is a time and a place for chewing gum, just as there is a time and a place for eating, resting or anything else you do.

Although the problem of "when" and "where" to enjoy chewing gum must always depend on the good judgment and common sense of each boy and girl, outstanding teachers

and leaders are helping point the way.

Popular, successful people, for instance, who always show consideration and thoughtfulness for others enjoy chewing gum themselves and pass it around to friends. But they never chew it when they think it will show lack of consideration for others, which means whenever formal behavior is expected.

Wide awake, active young Americans know that the chewing of gum fits in naturally around the home; driving in an automobile; reading or studying or doing hundreds of other things. In fact, wherever men, women and children gather together informally chewing gum adds to their enjoyment.

National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

As An Aid To Good Teeth

Chewing gum daily helps keep your teeth clean and attractive. . . . Another good thing is that it provides healthful chewing exercise.

SAFETY EDUCATION

NEW TEACHING MATERIALS IN THE FIELD OF SAFETY EDUCATION

Joseph Burton Vasche, Oakdale

SEVERAL excellent publications in Safety Education have been issued within recent months, and they are to be recommended to all teachers who are offering work in this significant field.

California Highway Patrolman, 1213 H Street, Sacramento, 12 issues annually, \$2.25 per year to schools. Sample copy free on request.

The official monthly journal of California Association of Highway Patrolmen inaugurated last year the policy of devoting each issue to the presentation of instructional materials in traffic-safety education.

The magazine offers definite teaching materials and activities by grade levels; systematic and continuous safety instruction; official information on vital traffic problems; community cooperation for traffic control; organization for pupil participation; timely traffic topics in each issue; dramatic pictorials of traffic problems; and special features for reader interest.

All instructional materials in each issue are approved by California State Department of Education.

National Education Association, 1201 16th Street NW, Washington, D. C., has prepared a series of valuable bulletins, designed to supplement the 18th Yearbook, *Safety Education*, American Association of School Administrators, February 1940, \$2.

These include:

Units of Safety Education: Grades 1 and 2, February 1940, 68 pp., 25 cents.

Units in Safety Education: Grades 3 and 4, April 1940, 64 pp., 25 cents.

Units in Safety Education: Grades 5 and 6, September 1940, 64 pp., 25 cents.

NEA will send a complete listing of its additional publications in *Safety Education*, free upon request.

California State Department of Education, Bulletin 12, *Suggestions for Safety Instruction in the Public Schools*, Sacramento, December 1939, 23 pp.

\$1260 TO \$2100 A YEAR

Why not try to get a Big Paid dependable 1941 job with the United States Government? Have the income justified by your education. Write immediately to Franklin Institute, Dept. P-228, Rochester, N. Y. — free 32-page Civil Service Book, with list of positions for teachers and full particulars telling you how to qualify for them.

This bulletin is rich in activities appropriate for all schools in the state. Prepared by Dr. Frank K. Foster, with the assistance of the Statewide Committee on Safety Education.

Marble, Priscilla R., *Home Safety*, American Book Company, San Francisco, 1940, 144 pp., 64 cents.

This well-illustrated book, designed for upper elementary grades and junior high school use, devotes 9 short, clearly-written chapters to aspects of home safety, and the remaining 5 chapters to first aid activity. Students should find this book one of the most enjoyable and most profitable of their pre-high school study.

Marble, Priscilla R., and Wilson, I. Duane, *Automobile Safety*, American Book Company, 1940, 162 pp., 64 cents.

This is the companion volume to *Home Safety*, and is designed for students who are approaching the age for automobile driving and licensing. The book covers all basic aspects of automobile operation, and includes especially important chapter on Know Yourself, A Daily Schedule for New Drivers — 32 Road Instruction lessons, and Preventing the Accident, including driving suggestions and first-aid principles.

Williams, Sidney J., and Charters, W. W., *Safety*, MacMillan, New York, 451 pp., \$1.60.

This is probably the most complete guidebook yet to appear in the field of safety. Intended for the high-school level, it covers every phase of safety education: safety in school, in the home, on the farm, in recreation, on the highway and in automobiles, and in occupations.

The book includes several important features: detailed directions as to what to do in emergencies; attention is given to the psychological aspects of safety; the course calls for close integration with the sciences; stress is laid upon the need of co-operation; extensive study helps are provided; and definitely educative illustrative equipment is included. The book is most attractively arranged, is well-written, and is practical from the first page to the last.

* * *

Attention Legionnaires!

LEGIONNAIRE - Schoolmaster Breakfast at Ambassador Hotel, Atlantic City, February 26, 7:30 a. m.; theme, Carrying On for America. — Charles F. Dienst, chairman, joint-committee, NEA and American Legion.

The Division of Secondary Education, office of Los Angeles County Superintendent of Schools, A. R. Clifton, continues issuing excellent mimeographed bulletins of great practical value. This is a WPA project, Dr. C. C. Trillingham, assistant county superintendent is in charge. Recent titles include, — Bibliography on Germany; Botany for Everyday Life; Guide to Articles in Reader's Digest; Looking at Life through American Literature; Los Angeles County Government. Teachers desiring copies of these and previous monographs should address Los Angeles County Division of Secondary Education.

* * *

A Dynamic Program

DR. David Snedden, for many years professor of education at Teachers College, Columbia University, retired a few years ago and lives at 460 Amherst Street, Palo Alto.

At a recent convention of American Vocational Association, he read a forceful and stimulating paper, *The March of a Harried Two Million*, in which he concisely states a Program of Vocational Education and Education in General for modern life.

Because of the remarkable nature of this outstanding statement, 9 pages mimeographed, there has been considerable demand for it. Copies may be obtained from Dr. Snedden, 25 cents, to cover mimeographing and mailing.

* * *

Lillian M. Olivier

MRS. LILLIAN M. OLIVIER, principal of South Bay Union Elementary School, San Diego County, has been appointed member of Board of Directors of California Elementary School Principals Association, Southern Section. She has been active in educational work in that county for several years.

Like all well-educated people, Mrs. Olivier has a hobby. She writes poems of the type that express beauty and indicate a literary quality of unusual distinction. Her work has been published in such well known magazines as *Modern Bards*, *The Notebook*, *Westward*, *Desert*, *Bards of Today* and *The Golden Verse Anthology*. Her published works have earned her membership in San Diego Branch of National League of American Pen-Women.

Although Mrs. Olivier is busy each day teaching classes, she finds time to give to her community her services in the Palm City Women's Club. Mrs. Olivier also serves her profession well and her school is always 100% in membership in local, state, and national educational organizations. — Hazel Tripp, Santee.

Central Coast News

Alfred H. Bird, Watsonville Joint Union High School

SUPERINTENDENT Charles E. Teach of San Luis Obispo reports an increase in enrollment of 244 students in the city schools since the beginning of the school term. One-half of this is believed due to Army camp under construction. In a conference over which Major Stanley officiated, it was revealed that at least 1000 officers will be on duty after Camp San Luis opens. As most of these men have families, this condition may increase the school population further. However, after a survey, Mr. Teach has decided that the schools are adequate to accommodate an increase of 250 elementary pupils and 350 high school and junior college students.

Donald Wright, teacher in San Luis Obispo junior high school, is president of CTA Central Coast Section, comprising Santa Cruz, San Benito, Monterey, and San Luis Obispo counties.

Mr. Wright, previously principal of Cayucos school, is a graduate of University of Arizona and member of Phi Delta Kappa.

A patriotic tableau depicting the progress of America from pre-colonial times to the present day was presented during American Education Week by the elementary schools of San Luis Obispo. Several hundred children, ranging from kindergarten to the 6th grade, participated. The pageant, written by Dorothy Venus, was directed by Mrs. Mildred Ashbaugh Powers, supervisor of vocal music, assisted by teachers and principals of the combined schools.

Original melodies were intermingled with old Stephen Foster favorites and other all-American classics. Variety likewise was added by numerous interpretative dances performed by the boys and girls. Among these were the stately minuet, Spanish jarabe hat-dance, and folk-dances of the Days of '49.

Enrollment in Monterey elementary schools has so increased that it has been necessary to employ three additional teachers, who began their work in December. The new Larkin school, built to relieve the load in other buildings, is completed and ready for occupancy about February 1.

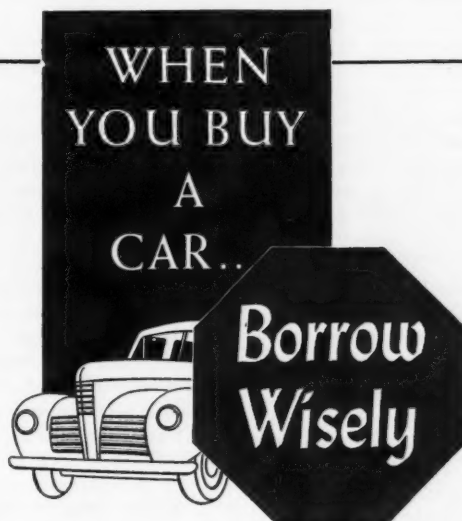
In order to plan ahead for other schools needed by the elementary district, because of army concentration, the school board asked Dr. Charles Bursch, chief of the state division of schoolhouse planning, to survey an area for possible locations. This survey has been made and his recommendations submitted.

Last fall a group of San Benito County teachers, under leadership of Mrs. Elizabeth C. Bent, instructor in University of California extension division, gathered data and compiled a child's *History of San Benito County*, written on 4th grade level. Subjects included are: History of San Juan Bautista, History of Hollister, What Our County Looks Like, Our County Government, How Our City Serves Us, Transportation, Communication, Health, Churches and Clubs, Beautiful Things We Enjoy. These booklets are most helpful to teachers, as well as interesting and instructive to boys and girls throughout the county.

Criminality of Youth

Youth Correction Authority Act

American Law Institute has issued a paper-bound book of 116 pages, *The Criminality of Youth*, by Thorsten Sellin, being a condensation of the reports of the author to the Criminal Justice-Youth Committee of the Institute in connection with the Youth Correction Authority Act approved and promulgated last year by the Institute. (See also *Sierra Educational News*, page 9, December 1940). Price \$1.50; address American Law Institute, 3400 Chestnut Street, Philadelphia.



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CTA HONOR SCHOOLS

SCHOOL STAFFS ENROLLED 100% IN CALIFORNIA TEACHERS ASSOCIATION.
ADDITIONAL LISTS WILL APPEAR IN MARCH

Southern Section

Imperial County — Alamitos.

Los Angeles County — Artesia, Baldwin Park, *Bellevue, Bellflower, Bloomfield; Burbank: Muir Junior High, Luther Burbank, Emerson, Lincoln, McKinley, Joaquin Miller, Theodore Roosevelt, Edison, Bret Harte; Citrus Union High, Clearwater Junior High, Compton Elementary District, Covina Union High, Culver City, El Monte Union High, Enterprise District; Hawthorne: York; Hermosa Beach, Inglewood Union High; Inglewood Elementary: Freeman; *Leona, Little Lake; Long Beach: Avalon, Burbank, Burnett, Columbia, Continuation High, Fremont, Grant, Hamilton, Starr King, Lafayette, Lee, Longfellow, Lowell, Horace Mann, Naples, Roosevelt, Whittier, Special Music, Special Home Teachers; Montebello: Fremont; Palos Verdes Estates, Perry, *Pine Canyon; Pomona: Alcott, Roosevelt; *Quail Lake, Ranchito, Rosemead, San Gabriel; Willowbrook District: Willowbrook.

Orange County — Buena Park, Costa Mesa, Huntington Beach Union High, Loara, Olive, Orangethorpe; Santa Ana City: Delhi, Edison, Franklin, Fremont, Hoover, Jefferson, Lincoln, Logan, Lowell, McKinley, Muir, Roosevelt, Spurgeon, Wilson, Juvenile Home, High School, Junior College, Adult Education, Administration.

Riverside County — East Vale, Lakeview, Mecca, Thermal.

San Bernardino County — Amboy, Colton Union High, Cram, Del Rosa, Fallavale, Fontana Schools, Greenleaf, Highland, Oak Glen, Ontario, Phelan, Redlands, Red Mountain, Trona, Yucaipa.

San Diego County — Campo, Encinitas, Escondido Union High, San Ysidro.

Santa Barbara County — *Honda, *Olive, Santa Barbara City: Harding, Jefferson, McKinley, Peabody, Roosevelt, Wilson.

Ventura — Avenue; Saticoy: Aqua Manantial.

Northern Section

Plumas County — Beckwith, Crescent, Greenville, Lincoln, North Fork, Pioneer, Portola Rich Bar, Squirrel Creek, Sulphur Springs, Taylor; Greenville, Quincy and Portola High Schools. — Tillie N. Kruger, County Superintendent, Quincy.

Nevada County — Cherokee, French Corral, Mariposa. — E. P. Mapes, Willows.

*One teacher school.

Sacramento County — Arcade, Arden, Arno, Bates Joint Union, Carmichael, Del Paso Heights, Elder Creek, Enterprise, Fair Oaks, Fruit Ridge, Galt, Granite, Howard, Isleton, Jefferson, Kinny, Laguna, Lincoln, Lisbon, Ben Ali, Gardenland, North Sacramento, Pacific, Reese, Rio Linda Union, Riverside, Roberts, Robla, Sutterville Heights, Twin Cities, Walnut Grove, Washington, South Sacramento, Grant Union High School. — E. P. Mapes, Willows.

Central Section

Fresno County — Clovis Elementary School District: Clovis, Jefferson, Nees Colony, Scandinavian, Garfield, Wolters, Pine-dale; Coalinga Elementary School District: Coalinga, Oil King; Fowler Elementary School District: Iowa.

Kerman Elementary School District: Sunset, Dakota; Kingsburg Elementary School District: Washington, Roosevelt, Clay, Harrison; Parlier Elementary School District: Parlier, Fortuna, Ross; Reedley Elementary School District: Wahtoke, Great Western, Mt. Olive, Alta, Riverview, Smith Mountain, Navelencia; Reedley: Washington, Lincoln, Grant.

Sanger Elementary School District: Granville, Bethel, Oakhurst, Lindsay, Round Mountain; Sanger: Wilson, Harding, Taft; Selma Elementary School District: Canal, Walnut, Franklin; Selma: Roosevelt. Elementary schools not in a school district: Calwa, Bryant, Easterby.

High Schools 100%: Coalinga, Kingsburg, Sanger, Washington. — Gladys Powell, Reedley.

Fresno City — Jane Adams, Morris E. Dailey, Emerson, Fresno High School, Benjamin Franklin, John C. Fremont, T. L. Heaton, Jackson, Jefferson, Kirk, Lafayette, Lincoln, Chester Rowell, Teilman, Webster, Winchell. — Margaret Pretty, Fresno.

Kern County — Kern Division: Aztec, El Tejon, Randsburg, Rockpile. — A. Ralph Brooding, Delano.

Bay Section

San Francisco — Jefferson, Twin Peaks. Oakland — Bella Vista, Luther Burbank, Chas. Burckhalter, Anthony Chabot, Cleveland, E. Morris Cox, Crocker Highlands, Edison, Emerson, Garfield, Glenview, Grant, Hamilton Junior High, Bret Harte Junior High, Hawthorne, Highland, Lafayette, Lakeview, Laurel, Lincoln Junior High, Lockwood Junior High, Longfellow, Manzanita, Edwin Markham, Maxwell Park, McChesney, Melrose, Montclair, McCly-

monds High School, Parker, Peralta, Piedmont Avenue, Redwood Heights, Rockridge, John Swett, Toler Heights, Tompkins, Washington, Daniel Webster, Whittier.

Albany — Cornell.

Alameda County — Alvarado, Mission San Jose, Mt. Eden, and all of San Lorenzo Elementary — San Lorenzo, Ashland and Sunset.

Contra Costa County — Brentwood Deer Valley Elementary, Alhambra Union High School at Martinez.

Richmond — Longfellow Junior High, Richmond High.

Lake County — Blue Lakes, Burns Valley, Cache Creek, Cobb Valley, Kelseyville, Lakeport, Lower Lake, Lucerne, Middle Creek Emergency, Middletown, Morgan Valley, Mountain, Upper Lake Elementary, Kelseyville Union High, Lower Lake Union High, Middletown Union High.

Marin County — Fairfax, Kentfield and Marshall. Tamalpais Park Grammar, Tamalpais Park Primary and Old Mill at Mill Valley. Main, Yolansdale, Red Hill and Sir Francis Drake at San Anselmo.

San Rafael — Short, Coleman, B Street, West End, Laurel Dell.

Napa County — American Canyon, Gordon Valley, Liberty, Los Amigos, Pope Valley Union, Shurtleff and St. Helena High.

San Joaquin County — Alpine, Clements, Elkhorn, Henderson, Jefferson, Woods, Oak View Union, Lindbergh and Yosemite at Manteca, Central, South and West Park at Tracy, and Manteca Union High.

San Mateo — Bayshore, Belmont, Brisbane, Greensburg, Higgins, Hillsborough, Half Moon Bay, Fremont and Central at Menlo Park, Miramar, Pescadero, Pigeon Point, Pilarcitos, Pomponio, Portola, Purisima, Ravenswood, Rockaway, San Carlos, Tunis, Pescadero Union High, Half Moon Bay Union High, San Mateo Junior College. Burlingame: McKinley, Washington, Pershing, Roosevelt, Coolidge, Hoover. Jefferson District at Daly City: Woodrow Wilson Elementary, Crocker, Jefferson, Jefferson Annex, Thornton. La Vista Union: Bell, La Honda, Seaside. Millbrae: Primary, Intermediate, Lomita Park. Redwood City: John Gill, Central, Lincoln, McKinley Intermediate, Washington, Garfield. San Bruno Park: Edgemont and Northbrae. San Mateo: Baywood, Beresford, Borel, Hayward Park, Lawrence, Peninsular Avenue, San Mateo Park, Turnbull.

Santa Clara County — Sunol.

San Jose — Willow Glen Junior High.

Solano County — Allendale, Browns Valley, Canright, Center, Collinsville, Cooper, Crescent Island, Currey, Dover, Elmira, Falls, Flosden, Gomer, Grant, Green Valley, Liberty, Maine Prairie, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rockville, Ryer, Silveyville, Suisun, Tolenas, Tremont, Union, Willow Spring, Wolfskill, Vacaville High.

Sonoma County — Bay, Cloverdale, Dunbar, Hall, Jonive, Lambert, Liberty, Maacama, Reservation, Santa Rosa District, Analy Union High School at Sebastopol, Cloverdale Union High, Geyserville Union High.

Stanislaus County — Central, Jennings, Jones, Milnes, Monte Vista, Roselawn, Tegner.

Modesto — Lincoln, Roosevelt.

Tuolumne County — Early Intake, Summerville Elementary. — E. G. Gridley, Bay Secretary.

* * *

Four New Books

Reviews by Roy W. Cloud

1. *Human Hopes*, by Dr. Ray Lyman Wilbur, President of Stanford University.

A RECENT publication of Stanford University Press is a volume which contains 70 of the addresses of the President of the University.

The material used begins with his address at a meeting of the Commonwealth Club in San Francisco on March 14, 1916. The last, entitled *Wheels*, was the commencement address at Stanford University of June 16, 1940.

This contribution by Dr. Wilbur is really a history of the development of the ideas and ideals of university education. Most of the papers are short and interesting. As Dr. Wilbur says in his preface, "There is one advantage in a book of lectures or addresses. The reader can begin anywhere and stop as he pleases — the last page does not hang onto the first."

We shall use just one quotation from the book, taken from an address to members of the entering class on Matriculation Sunday, October 5, 1919, and is entitled *Be Square With Yourself*. In closing this talk Dr. Wilbur said to the group —

"May I urge upon you in closing a few simple things that will make for real happiness and health:

Be decent to yourself and your fellows.

Don't suffer from the nag of the underdone job.

Resolve to put back more than you take out of life.

Remember that you can always safely follow the leader of mankind—Christ of Galilee."

2. *San Francisco: A Guide to The Bay and its Cities*.

HASTINGS House Publishers, of New York, have issued a new book of

the American Guide Series entitled *San Francisco*.

The City and County of San Francisco sponsored the publication, compiled by workers of the WPA Writers Program in Northern California. The book, as its name implies, is a complete guide to the entire San Francisco Bay Area. History, economic conditions, education, and allied subjects are covered. The last portion of the book is a chronology of the Bay Region. It is beautifully illustrated and sells for \$2.50.

3. *The Valiant Seven*, by Netta Sheldon Phelps, illustrated by Helen Hughes Wilson.

CAXTON Printers Ltd. of Caldwell, Idaho, has brought out an exceptionally interesting account of the ox-train journey of the Sager family from St. Joseph, Missouri, to Oregon.

The story is replete with incidents which go to make up one of the most tragic episodes in the various treks of the pioneers to the Pacific.

Beside the account of the Sagers, the author describes the home life and work of Dr. Marcus Whitman and his courageous wife, Narcissa, who later paid with their lives for their efforts to bring better conditions to the Indians of the Waiilatupu (Land of Rye Grass) in the Great Northwest. This is a good book for young people who are interested in Western America. Price, \$2.50.

4. *Yaminoka-Kwiti, The Boy Runner of Sibi*, by Donna Preble.

THIS story of the children of the red men of early California is a new publication of the Caxon Printers.

There are thrilling narratives of the Indian youths. The rituals practiced before the coming of the white men are described. According to Dr. A. L. Kroeber, head of the anthropology department of University of California, all of the facts recounted would have been the experiences of an Indian boy who lived near Los Angeles about 1760. Miss Preble has illustrated the book attractively with her own drawings; price, \$2.50.

* * *

He Who Hesitates

ELDRIDGE Entertainment House of Franklin, Ohio, and Denver, Colorado, announces a new play for the amateur stage, *He Who Hesitates*. The cast comprises 5 men and 7 women. The play has been

widely presented by high schools, junior colleges, and many other school groups.

It is simple enough to present no staging difficulties for the small group, but carries enough depth to create a really fine production. Lines are smart, simple, and clean. Characters are easy to cast, but carry the truthfulness of real human beings. The plot is easy to follow, but engrossing enough to hold the interest of every audience.

Teachers desiring further information concerning this play or a complete catalog of plays may address Eldridge Entertainment House at 829 15th Street, Denver.

* * *

Pi Gamma Mu

NATIONAL Social Science Honor Society, Pi Gamma Mu, held its annual luncheon in connection with the meeting of the Board of Trustees in December at Hotel Morrison, Chicago. Dr. S. Howard Patterson of the University of Pennsylvania presided as toastmaster. The leading address was given by Dr. Walter Wheeler Cook, professor of law, Northwestern University.

Other addresses were made by Dr. Edward A. Ross, emeritus professor of sociology in University of Wisconsin and honorary national president of Pi Gamma Mu; by Dr. Robert MacIver, professor of sociology in Columbia University and president of American Sociological Society; and Dr. Elbert D. Thomas, United States Senator from Utah, formerly professor of political science in University of Utah, and this year vice-president of American Political Science Association.

* * *

Senior Dictionary

SCOTT, Foresman and Company, educational publishers, 623 South Wabash Avenue, Chicago, issued in 1935 the famous Thorndike-Century Junior Dictionary which quickly attained national usage.

The company now announces the *Thorndike-Century Senior Dictionary* which comes from the press in late February. The Senior Dictionary is the first one ever built expressly for pupils in junior and senior high school (ages 12-20).

Six years in preparation, under the leadership of Dr. E. L. Thorndike, internationally-famed educator, psychologist, and word expert, the new dictionary takes advantage of many features of the junior edition which have become standard requirements for a good children's dictionary. It represents also the work of two committees, consisting of outstanding educators and authorities on linguistics and phonetics.

TEACHING SAFETY

WE TEACH SAFETY WITH TOYS

June Sweeney, Teacher, South Fork Union High School, Miranda, Humboldt County

AT age fourteen, youngsters are suddenly aware of the fact that they are just below the threshold of adult life. Certainly they resent being called children. They adopt new attitudes toward the opposite sex. Even most of the boys—though they'd rather die than admit it—become interested in learning to dance and knowing how to act correctly.

And they acquire too, an interest in driving the family car. Though the majority at that age have not driven on the main thoroughfares, most of them have begun to learn to drive.

On the other hand, though they are only on the threshold of adult life, they must drive, if they do, on highways scarcely safe for mature and responsible adults, and in cars more powerful than any toy a youngster could have imagined.

How can we teach our 14-year-olds to handle that hooded power carefully? How can we teach them to be sensible pedestrians?

Unfortunately, at this age also they become restive under restraint, seek to make themselves a social success, begin to feel themselves capable of making their own decisions. Why *can't* he have the car? Why shouldn't he race his pals—it's fun, and shucks, there wasn't anyone coming and he had both hands on the wheel. Pete's parents signed for *him* to have a restricted license.

It is at this point that a safety course is needed—and more, it is wanted. These young people feel that such a unit is closely related to reality. Our school therefore decided to include one in its 9th grade orientation class.

The problem of sources for material for such a unit is one of elimination, not scarcity, for in recent years the increasing interest in safety education has brought forth a wealth of material. Our own school budget, however, was so limited that most of the sources used were furnished free.

Two insurance companies and a large automobile corporation furnished individual materials free of advertising. The State of California furnished subject-matter on the laws governing the highways.

One booklet contained interesting articles, pictures, and statistics on accidents during the past year. This they studied to learn the most dangerous hour of the day and the most dangerous day of the week. They had graphic examples of the dangers of speed, of driving in the dark, of careless pedestrians. It intrigued them to turn the page and discover something like the following, illustrated:

"A Car Is Like a Cat"

It is quiet except for a low and pleasing purr.

It's padded tires are like padded feet.

It has powerful eyes that shine at night—

... And when it is allowed to run wild,

It gives an awful screech at the moment

Before it does its victim to death."

Moreover, in this booklet they were interested in finding the answers that they incidentally developed in a painless fashion the ability to read charts and tables and graphs.

Another booklet contained full pictorial explanations on traffic problems;

Here is our Traffic School



the third told in easily-understood fashion the techniques of driving—in the mountains, in the cities, on curves, in fog. The mimeographed booklet from the State gave, in large print, the laws that form the Vehicle Code.

Material for the bulletin-board displays to accompany the classwork was easily found. The boys and girls themselves helped. By the end of the 5-week period they had a wealth of cartoons, poems, pictures, and even jokes, that preached, in their new awareness, a lesson in safety. The bulletin-board display was changed often enough to maintain their interest. Each day too they brought to class stories of courtesy and discourtesy, expert and poor driving, seen on their rides to and from school.

Interest in the subject-matter was easily stimulated. The most difficult part of all, the stilted phraseology of the law, became understandable with careful reading under the teacher's supervision, and with her aid, and the students tackled the problem quite willingly, feeling that they were learning how to drive. They longed only for a practical testing of their new abilities.

The picture below illustrates the attempt to give them their "practical testing." It was obviously impossible to take the class to the highway—so we compromised by following the ancient example of Mohammed and the mountain—and to the best of our abilities brought the highway to the classroom.

Our Highway Table

We took a 10-foot table for the base of operation, drawing a highway upon it in chalk, which had crowded within its short length more hazards than any 100-mile length one could name. In an area where there is one light-signal intersection in a town 60 miles away, no four-lane highways at all, and only one short stretch of three lanes—in such an area, it seemed important to give them an idea of driving under such conditions. The highway therefore started out as one of two lanes, entering a small town in which they had speed zones, a light signal (drawn in colored chalk), a school zone, and pedestrians. Upon leaving the town they entered a type of area familiar to this region—slides, a railroad, truck-traffic. They crossed a larger highway (where if they "drove" correctly, they remembered to stop for the more important thoroughfare), and drove along a three-lane area that widened into four lanes. Eventually their way led them

* Death begins at Forty, Travelers Insurance Company.

to make a correct left turn from a three-lane zone into a private roadway.

AT first a few of the boys scoffed at "playing with toys"—the tiny autos they drove. But those who scoffed most tried later to buy them! They completed the highway circuit by "driving" a little five-cent car affectionately labeled "The Little Red Wagon." They passed little tin two-for-a-nickel autos they classified to their satisfaction as cars in the lower price fields. To add interest, there was an army truck, a car-caravan, a police car. To give experience, there was a fire truck, and later, a white ambulance for which they had to pull over. Every car and sign and curve had its purpose, its own lesson to teach.

As they took their turns driving the "Little Red Wagon" they told just what they were doing. "Here's a straight stretch, so I do 45." "The sign says 'Slides—one-way road,' so I slow down." "He's on the right so I give him the right of way." And while each drove, his classmates graded him. Later each was criticized, and they forgot nothing. "He turned left from the right lane." "He didn't give the pedestrian the right of way." "She didn't have both wheels by the road-edge when the ambulance siren shrieked." "He forgot to pay attention to the road signs." The class graded more strictly than the teacher!

The Zest of Driving

The chance to drive the car served as the clinching step for the unit. Before the final test all the bulletin board material was classified by subject, the side blackboard was chalked off in sections and labeled in red chalk to correspond to the subject, and this served as review. There was a section on "The Scourge of Speed"; another, "Math has it in for you" (pictures showing how the momentum of a car quadruples when speed is doubled, etc.), another section, "Laugh—but learn." The sideboard became a focal point of interest to the whole school.

At the conclusion of the unit the class members felt themselves to be much better acquainted with highway procedures and driving techniques. Their driving game allowed them to see what the law meant and how it actually worked. Even the slow students learn to criticize the driving they see daily, and to know the responsibilities of the pedestrian. It made them safety-conscious.

Sources

Manual on Traffic Safety for California Secondary Schools. Safety Education Bul-

letin, Department of Motor Vehicles, State of California.

Smash Hits of 1939. Travelers Insurance Co., Hartford, Conn.

We Drivers. General Motors Corporation, San Francisco and Detroit.

Let's Be Skillful. Aetna Insurance Co., Hartford, Conn.

Interesting Tests

How Good a Driver Are You? Aetna Insurance Co.

Travelers' Quiz. Travelers Insurance Co.

References

Death Begins at Forty. Travelers.

Lest We Regret. Travelers.

Innumerable pictures and articles and cartoons and parts of ads from newspapers and magazines.

* * *

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DECLARATION OF POLICY

POLICIES OF THE TULARE COUNTY BOARD OF EDUCATION

Theo. R. Nickel, County Superintendent of Schools and Secretary of the Board

TULARE County Board of Education at a special meeting formulated the following policies concerning the part to be played by the schools of the county in our Republic, and in our National Defense Program.

The members of the Board are anxious that every parent, every citizen, every tax-payer in the county should have full understanding of these policies.

It is indeed fitting and appropriate in these critical times that those in charge of the training of youth should come out boldly and declare their philosophy of education.

Threefold Defense

The County Board of Education issues the following statement:

Our nation is now engaged in a huge defense program which has three aspects: military, economic, and moral. The military and economic aspects of defense must be accomplished without the abolishment of civil liberties, persecution of minorities, bigotry of intolerance.

The school's greatest responsibility is the third phase—that of building and making strong the basic foundations on which our nation can endure permanently. It must assume responsibility for strengthening morale, for teaching and maintaining the American way of life.

The schools must develop a deep and abiding loyalty to the values of Democracy—the principles of equality and brotherhood, free inquiry and discussion, the principles of honesty and stability, and the dignity of work.

Education must build strong loyalties in youth, and the goals of a democracy must be made more appealing and more challenging than those of the totalitarian nations. Children should be taught to appreciate their rich heritage handed down by the founding fathers, and to distinguish between the opportunities afforded the youth in a democracy and those offered in the nations of dictators.

In our schools must be taught the technique of intelligent thinking, which includes the defining of social problems, collecting data, exploring hypotheses and finding solutions, as opposed to hasty, prejudiced, biased conclusions.

The principles set forth in the Declara-

tion of Independence and in the Preamble of the Constitution are basic to the success of democracy, and should become familiar to all students old enough to grasp their meaning. Books which attempt to belittle American heroes or cast doubt on their motives or their patriotism—books which cast aspersions upon our form of government or our Constitution, or which seek to undermine our traditional faiths and ideals—such books shall have no place in the schools of Tulare County.

Books that tend to develop hatred on the part of pupils and students for other nations and other peoples by constantly emphasizing the horrors, atrocities and persecutions that go with war likewise should be excluded.

This Board maintains that in order to develop into good American citizens, our boys and girls should be shielded as far as possible from the degrading influences of war and the cruelties and hatreds which go with it.

The enormous problem of restoring to the world the spirit of tolerance and goodwill when this bloody conflict is over will be difficult indeed for our youth, but it will be less difficult for them if they have not been exposed unnecessarily to its demoralizing and depressing influences.

The schoolrooms in Tulare County should be places where democracy is not merely discussed but lived and experienced; they should be laboratories where boys and girls have the opportunity to grow in its understanding and practice.

Fundamental Lessons

The lessons of industry, honesty, thrift, fair play, and respect for the individual regardless of race, creed or color, should be classroom goals no less than reading and writing and arithmetic.

The gap between the school and the community is bridged when students engage in community service activities as a part of their school work. When our schools include in their programs informal means of education such as school and neighborhood clubs and community-wide recreation programs, they are helping the youth to keep away from street gangs and from many other factors that contribute to juvenile delinquency.

The Board insists upon the proper emphasis of the fundamental skills in the classroom, but believes these skills may be, and are being, taught by modern educational democratic methods.

The Board recognizes the importance of

training young people to use wisely their leisure time, and endorses a school program which includes such training.

Vocational training is likewise of the utmost importance and should be given to as many students as possible, especially to those who will leave school before or after finishing high school.

Teachers will influence the civic behavior of their students to a greater degree when they themselves practice citizenship and democratic living in their own schools and in their own communities. Such participation must be based upon an understanding of the community, its diversities and its unities. There are certain types of leadership, which by the nature of their training, teachers should be willing to assume in the community.

SINCE America's greatest and most immediate need seems to be UNITY, it naturally follows that in order to obtain the best results, the three great forces for developing citizenship and character—the home, the school, and the church—must work in closer harmony and cooperation and must correlate their programs in a more effective way than has been done in the past. Otherwise, any constructive work accomplished by one may be largely nullified by lack of cooperative effort on the part of another. There must be continuity of influence.

The schools of Tulare County pledge themselves anew to accept their part in the challenge confronting the nation. Such a pledge should likewise be made by every home, every church within our borders. We as members of the County Board of Education shall encourage and support and defend every method, every plan, and every influence tending to promote the ideals that have made the United States of America a great and worthy nation; we shall see to it that the schools of Tulare County are free from all influences tending to uproot and poison and destroy our freedom, our liberty, and our Democracy.

Signed: Tulare County Board of Education.

Charles E. Bigham, President, Porterville.

Theo. R. Nickel, Secretary, Visalia.

DeWitt Montgomery, Visalia.

W. N. Davis, Dinuba.

W. B. Knokey, Tulare.

* * *

California Elementary School Principals Association Southern Section has begun publication of a printed news-bulletin, first issue appearing December, 1940. Headquarters are Room 200, 408 South Spring Street, Los Angeles. President is Leonard G. Hummel, Chino; executive secretary, Ida C. Iversen, Los Angeles. Congratulations to the Southern Section upon this new and helpful bulletin.

In Memoriam

(See also Page 10)

Dalbert D. Monross, 64, widely-known Grass Valley High School commercial department instructor, Nevada County, and prominent in church work, recently passed away. Native of Michigan, his early life was in that state and Wisconsin. Teacher in those states and Montana, before coming to California 19 years ago, for the past 13 years he had taught in the commercial department at Grass Valley. He was very popular with students and faculty because of his fine spirit and cooperation and his untiring efforts toward student betterment. At one time he was secretary of Northern Section commercial teachers association.

Jeremiah B. Lillard, 68, recently retired president of Sacramento Junior College, passed away following an attack of pneumonia. He held an honorary degree as doctor of pedagogy and was widely known as an author, archeologist and school administrator. Born near Santa Barbara, Calif., in 1872, he attended Santa Barbara schools, received his bachelor of arts degree from Stanford University in 1899 and obtained his masters degree in 1911 from University of Southern California.

Lillard also took courses at University of California in Berkeley. He was instructor, departmental head, principal and city supervisor of agriculture in Los Angeles city schools from 1907 until 1917 when he was named state supervisor of agricultural education.

Six years later he accepted the position as president of Sacramento Junior College.

Since 1923 the junior college plant has grown to be an institution valued at more than \$3,000,000 and has had as many as 3,000 day students and 2,000 night students.

Other positions held by Lillard included the presidency of National Association of Junior Colleges, of Northern California Junior College Association and of Southern California Schoolmasters Club; a professorship in the education department of University of Michigan Summer session; a lecturer's chair in agricultural education at University of California Summer sessions 1918-24; secretary to St. Louis Biological Society.

Lillard also was a member of Phi Delta Kappa, national honorary collegiate scholarship society.

Last June, when Lillard retired as the head of the junior college, the degree of doctor of pedagogy was conferred upon him by University of Southern California at the graduation exercises in recognition of his outstanding work in the field of education.

Lillard's works in the archeological field have been published throughout the nation.

He organized and equipped the J. B. Lillard Museum on the junior college campus.

Although Lillard wrote a number of volumes on archeology, the ones titled *An Introduction to the Archeology of Central California* and *the Archeology of the Deer Creek-Cosumnes Indians*, perhaps were the most widely read.

Collaborating with Lillard on these books were William K. Purvis and R. H. Van Valkenburgh, also widely-known scientists. —From The Sacramento Bee.

* * *

Etiquette

Socializing Social Science

Wilbur Randall, First Year Student, Placer Union High School, Auburn

THE first year students at Placer Union High School have been studying a unit in Social Etiquette in their Social Science classes.

Under the direction of Kathro Frank, they have been learning the most important rules of etiquette at parties, public and private dances, formal and informal dinners, at any place and at any time.

Miss Frank had a table with a complete set of dishes and silverware in her room for more than two weeks to show the students how it should be set, and to let them practice at imaginary dinners and under the criticism of the students not taking part.

When the unit was almost finished, the Foods I class under the guidance of Irene Anderson gave a tea for these students to see how well they could conduct themselves at such a time, and to give them some experience in such things. The Foods I class also set the table and provided students to pour and to help serve. Two of Miss Anderson's students acted as hostesses to manage things and make the introductions to the guest of honor.

Other teachers were present at different times to be introduced as "unknown persons"

Here we are at one of our teas



in order to accustom the Social Science and Home Economics students to introductions. The refreshments served were all prepared by the Foods I students and were the same as would have been served by a lady of high social standing. The tea was a great success, and the students, though slightly ill at ease, did very well.

About four weeks later a second tea was given, under the same conditions as the first, to see what improvement, if any, the students had made. The difference was remarkable. They were perfectly at ease and acted as though it were an everyday occurrence.

I think all the students who took part in the project will agree that it was well worth the time and trouble. It certainly did a great deal of good for the students in these classes, for it is teaching people to fit into life activities.

* * *

San Mateo County Teachers Association issues a mimeographed bulletin, now in its 9th volume. President of the association is Grace Cochran, McKinley School, Burlingame. Editor of the praiseworthy bulletin is Clive M. Saiz, Jefferson Union High School, Daly City. The bulletin is mimeographed by the commercial department students there, under direction of Marjorie A. Robinson.

* * *

Shasta County Teachers

A. Frederick Bunge, Principal, Fall River Joint Union High School, Shasta County

TWENTY of the 29 elementary and secondary school teachers of Fall River Joint Union High School District traveled through snow and over icy roads on January 13 to attend the first Eastern Shasta County Teachers' Meeting at Fall River Mills. With the object of coordinating elementary and secondary school subjects, the topic for discussion was Reading. A second meeting was held January 27 at Burney, other meetings following on the second and fourth Mondays.

Teachers travel long distances to come to these meetings. The most distant school to the south is Wilcox; to the north, Clayton, both being 30 miles from the meetings. Burney is the most western school, and Little Valley in Lassen County, also 30 miles distant, is the most eastern. Many teachers, of the 18 schools represented, travel over dirt roads.

In spite of these distances and poor road conditions, the teachers were unanimous in their desire for a continuance of the meetings. Robert J. Meade of the County Superintendent office was present and gave the project encouragement.

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COMING

February 1 — California Association for Childhood Education, Southern Section; luncheon. El Cortez Hotel, San Diego.

February 5 — National Social Hygiene Day; national observance.

February 7, 8 — San Bernardino County Teachers Institute, San Bernardino.

February 8 — Winter Sports Conference, National Section on Womens Athletics. San Francisco State College.

February 8 — CTA Board of Directors; regular meeting. CTA State Legislative Committee; meeting. At CTA State Headquarters, San Francisco.

February 8 — California Elementary School Principals Association; regional meeting and luncheon, Hotel Oakland.

February 9-16 — National Drama Week.

February 9-16 — Negro History Week; national observance.

February 12 — Abraham Lincoln's Birthday.

February 13-15 — American Camping Association; annual convention. Washington, D. C.

February 14 — San Bernardino City Teachers Institute.

February 15 — California Home Economics Association, Bay Section; meeting. U. C. Campus, Berkeley.

February 15 — California Association for Health, Physical Education and Recreation; regional conference. San Francisco Junior College.

February 15 — Alameda County Educational Association, annual luncheon meeting, 12 noon. Hotel Oakland.

February 15 — California State Association of English Teachers; general meeting, 12 noon. Claremont Hotel, Berkeley.

February 15 — California Association for Childhood Education. Albany.

February 17 — Founders Day, 44th anniversary; National Congress of Parents and Teachers; national observance.

February 18-21 — National Association of Deans of Women; 25th annual convention. Haddon Hall, Atlantic City.

February 19-22 — Progressive Education Association; national conference. Benjamin Franklin Hotel, Philadelphia.

February 19-22 — National Vocational Guidance Conference. Atlantic City.

February 20-21 — Inter-American Bibliographical and Library Association; annual meeting. Washington, D. C.

February 20-22 — International Council for Exceptional Children; 19th annual meeting. Hotel New Yorker, New York.

February 21-22 — National Council of Teachers of Mathematics. Chelsea Hotel, Atlantic City.

February 22 — George Washington's Birthday.

February 22 — California School Supervisors Association, Bay Section.

February 22-27 — American Association of School Administrators; annual meeting. Atlantic City.

February 22-28 — Brotherhood Week. National observance, auspices National Conference of Christians and Jews.

February 24 — National Council on Work-Study-Play Activities; annual meeting. Atlantic City.

February 27-March 1 — American Association of Junior Colleges; 21st annual meeting. Stevens Hotel, Chicago.

March 1 — California Association for Childhood Education, Southern Section; luncheon. Del Mar Beach Club, Santa Monica.

March 1 — School Library Association of California, Northern Section; open council meeting. Piedmont High School.

March 7-14 — California Conservation Week; 7th annual observance.

March 8 — National Section on Womens Athletics; Softball and Golf Conference. Stanford University.

March 14, 15 — National Teacher Examinations; at examination centers throughout the United States.

March 15 — California Elementary School Principals Association; regional meeting. Long Beach.

March 21 — California Association for Childhood Education. Santa Clara.

March 19-22 — California Association of Public School Business Officials; annual convention. Hotel Del Monte.

March 30 — School Library Association of California, Northern Section; book branch and Council meeting, 11 a. m.; Women's City Club, San Francisco.

CALIFORNIA TEACHERS ASSOCIATION

Through years of cooperative effort the public school teachers as members of California Teachers Association have made for themselves a real profession in California.

Good school conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

90% of the teachers of California have paid their share so that no backward step would be taken.

10% of the teachers of California have paid no share in the maintenance program which has materially helped to better their conditions.

Every teacher in California should be proud to belong to an organization which has the record

of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
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5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

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